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ABSTRACT

In April 1986, a survey was conducted at Milwaukee Area Technical College (MATC) to provide students with the opportunity to evaluate the college's functions, services, and facilities, and to gather data to construct a profile of MATC students. Questionnaires were administered in class to 7,869 MATC students including 3,324 day students, 4,123 evening students, and 422 weekend college students. Study findings included the following: (1) 56% of the day students, 53% of the evening students, and 60% of the weekend college students were women; (2) the median age had increased in recent years to 25.1 years for day students, 30.5 for evening students, and 32.6 for weekend college students; (3) 4.2% of the day students spoke an Asian language at home; (4) most students were not seeking a degree or diploma as their primary reason for attendance when they initially enrolled; (5) evaluations given by evening and weekend college students were more favorable than those given by day students; and (6) child care, health services, housing services, and recreation facilities were areas of concern for students not attending the main campus. Tables showing survey responses by campus and the two survey instruments are included in the study report. (EJV)

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milwaukee area technical college

1986

STUDENT SURVEY REPORT

REPORT OF THE STUDENT EVALUATON

OF THE

MILWAUKEE AREA TECHNICAL COLLEGE

AUGUST 1986

Prepared by
Office of Research, Planning, and Development
Dennis W. Redovich, Director
Keith J. Roberts, Research Coordinator
Judith Molzen, Research Secretary

EXECUTIVE SUMMARY

A survey of 7,869 MATC students, including 3,324 Day, 4,123 Evening, and 422 Weekend College students, was conducted in April 1986. A random sample of this size with a school population of about 32,000 at the time of the survey should provide data with an accuracy of 1% at a confidence level of 99%.

Two different survey instruments were used (Appendix A). The Day School questionnaire consisted of 20 information items and 32 evaluation items. The Evening and Weekend College questionnaire consisted of the same 20 information items and 15 evaluation items that were also a part of the Day questionnaire. The original questionnaire was developed in 1972 and is reviewed and revised each year. A shorter version of the questionnaire was used for the first time for Evening and Weekend College students rather than a complete questionnaire.

Detailed data and analyses of information and evaluation items are included in the body of this report. Some highlights of the information and evaluation data results of the survey are as follows:

Demographic and Information Items

1. A majority of MATC students (56% Day, 53% Evening, and 60% Weekend College) are women and their percentage of total enrollment has been increasing.

2. The median age of students has increased slightly in recent years and in 1986 was 25.1 for Day students, 30.5 for Evening students, and 32.6 for Weekend College students.

3. The number of students with dependent children is high: Day 37%, Evening 41%, and Weekend College 49%.

4. The number of students interested in child care services is high. The following percentages of respondents (32% Day, 26% Evening, and 26% Weekend College) indicated an interest in child care services at or near MATC at a cost to cover expenses.

5. A significant percentage of MATC students, 4.2% of Day students, speak an Asian language at home. The 4.8% of Asian students in the Day school is second only to Blacks who made up 22.2% of the Day School respondents.

6. The percentage of minority students has been gradually increasing. In 1986 about 32% of Day, 17% of Evening, and 13% of Weekend College students were minorities. A majority of the minority students are enrolled at the Milwaukee Campus where about 41% of Day and 36% of Evening students are minorities.

7. A majority of MATC students do not receive educational financial aid. Of the respondents, 36% of Day, 13% of Evening, and 10% of Weekend College students were receiving financial aid. Only students enrolled in full-time Associate Degree or Vocational programs are eligible for financial aid when they are taking a minimum number of credits.

8. A relatively high percentage of students consider themselves to be physically handicapped: Day 7%, Evening 4%, and Weekend College 4.5%.

9. A majority of women (about 94%) and minorities (about 80%) indicated that they have not experienced discrimination at MATC. Males of all ethnic backgrounds indicate more discrimination than females.

10. Most MATC students are not seeking a degree or diploma as their primary reason for attendance when they initially enroll. A degree or diploma may be the primary reason for attendance of a significant 35% to 40% of all students.

Evaluation Items

A summary of the 15 evaluation items that are included in both the Day and Evening/Weekend College questionnaires follows on the next page. The overall evaluation by all students at all locations is positive as indicated on the summary table. Concerns are indicated by students at individual campuses which will be highlighted in this summary. Some highlights of the evaluative data are as follows:

1. Students are overwhelmingly pleased with their instructors and the courses they are taking.

2. Although ratings of Day students and those at the Milwaukee Campus are good, evaluations of Evening and Weekend College students tend to be even better than Day students, and regional campus and evening center student evaluations tend to be better than Milwaukee Campus evaluations.

3. Convenient location, parking, and new well-maintained facilities at regional campuses are highly rated by students and may be an important reason for overall evaluations at regional campuses being higher than those at the Milwaukee Campus.

4. Instructional facilities, equipment, and services and facilities for the handicapped are highly rated by respondents.

5. Most MATC women students believe that educational opportunity and equal access to programs for women at MATC is Excellent or Good.

6. A majority (more than 50%) of minority students, in each case, Day/Evening, male or female, gave a rating of Good or Excellent for opportunity and access to educational programs for minority students.

7. Areas of concern for Milwaukee Campus students were student lounges, registration procedures, bookstore (these three items should be improved with the new Student Services Building under construction and remodeling in the next two years), parking, and services to students to aid in obtaining housing.

8. Areas of concern for students at the North Campus were counselors, athletic activities, housing services, recreation facilities, health services, transportation, and child care.

9. Areas of concern for students at the South Campus were child care, health services, housing services, and recreation facilities.

10. Areas of concern for students at the West Campus were child care, parking, recreation facilities, and housing services.

Rank Order of MATC Students' Evaluations (Day, Evening, and Weekend College) by District 1983, 1984, and 1986

Rank Order 1983	Rank Order 1984	Rank Order 1986	Survey Item	Mean Response 1983	Mean Response 1984	Mean Response 1986
			Excellent or Good - 1-11			
1	1	1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.24	3.21	3.22
3	3	2	The quality of teaching I have received at MATC has been	3.09	3.06	3.11
2	2	3	In terms of meeting my needs, the course I have taken at MATC have been	3.11	3.08	3.10
4	4	4	The availability and willingness of instructors to help students outside of class are	2.94	2.91	2.98
5	5	5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.93	2.88	2.95
6	6	6	Services and facilities for the handicapped at MATC are	2.88	2.88	2.95
	New	7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is			2.94
	New	8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is			2.88
8	7	9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.82	2.80	2.86
7	8	10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.83	2.76	2.86
9	9	11	Public transportation services to MATC's facilities are	2.58	2.60	2.68
			OK - 12-15			
11	14	12	The food services offered at MATC are .	2.48	2.46	2.46
13	13	13	The registration procedures at MATC are	2.30	2.32	2.41
15	15	14	The services provided by the Bookstore at MATC are	2.21	2.22	2.34
12	12	15	The availability of parking at or near MATC is	2.38	2.36	2.25

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REPORT OF THE STUDENT EVALUATION

OF THE

MILWAUKEE AREA TECHNICAL COLLEGE

SPRING 1986

INTRODUCTION

As part of the continuous evaluation and planning process of the Milwaukee Area Technical College, a sample of students from throughout the District was surveyed in April 1986. The purpose of the survey was to provide these students with the opportunity of evaluating the functions, services, and facilities of the District and to provide data to construct a profile of the MATC students. A total of 7,869 students from Day, Evening, and Weekend College centers of the District provided usable responses to the survey. For the first time, Weekend College students are included in the Annual Student Survey. This Report is a summary of these responses, while the complete computer-generated results are available in MATC libraries at the Milwaukee Campus and the North, South, and West Campus Centers.

Survey Instrument

The survey instrument (see Appendix A) was developed with the aid of recommendations from personnel of all divisions of the Milwaukee Area Technical College. It consists of 20 information items concerning the personal characteristics of the students and 32 evaluation items covering a broad range of functions, services, and facilities of the District for Day students and 15 for Evening and Weekend College. A multiple-choice format was selected so that the survey could be completed in a relatively short period of time and so that responses could be easily recorded on mark-sensitive sheets and electronically tabulated.

The survey was administered to the sample of students by faculty members during regularly scheduled classes.

The scheme developed to provide responses from a cross-section of Day and Evening students of the District and to eliminate duplication was as follows:

Day/Evening/Weekend College, Location	Sample Surveyed
Day	
Sample All Locations	Students having a Wednesday third period class.

	Day/Evening, Weekend College, Location	Sample Surveyed
	Evening	
Sample	Germantown Center Greenfield Center Oak Creek Center Port Washington Center South Milwaukee Center Wright Center	All students having a Tuesday evening class.
Sample	Milwaukee Campus North Campus Center Brown Deer Center Nicolet Center Shorewood Center North Shore Center South Campus Center Cudahy Center Franklin Center Greendale Center West Campus Center Nathan Hale Center Horace Mann Center Wauwatosa Center Whitnall Center	All students having a Monday evening class.
	Weekend College	
	South Campus Center North Campus Center West Campus Center	All students having a Saturday class.

It was necessary to conduct the survey at the evening centers on two evenings, since there is no one night on which all centers offer classes.

Tables 1 and 2 indicate the number of respondents to the survey by Location and Student Division.

Based on the enrollment statistics at the time of the survey, Table 1 also indicates the proportion of students surveyed within each region.

Table 1

NUMBER OF RESPONDENTS BY LOCATION

Region	Day	Evening	Weekend	Total
CENTRAL REGION				
Milwaukee Campus	2,217	1,523		3,740
Central Region Total	2,217	1,523		3,740
% of Regional Enrollment*	21%	25%		21%
NORTH REGION				
North Campus Center	240	281	101	622
Brown Deer Center	0	117	0	117
Germantown Center	0	26	0	26
Nicolet Center	0	63	0	63
Port Washington Center	0	28	0	28
Shorewood Center	0	209	0	209
North Shore Center	18	29	0	47
North Region Total	258	753	101	1,112
% of Regional Enrollment*	15%	20%	35%	20%
SOUTH REGION				
South Campus Center	452	615	91	1,158
Cudahy Center	0	26	0	26
Franklin Center	0	54	0	54
Greendale Center	0	71	0	71
Oak Creek Center	0	64	0	64
South Milwaukee Center	0	36	0	36
South Region Total	452	866	91	1,409
% of Regional Enrollment*	22%	23%	25%	23%
WEST REGION				
West Campus Center	365	468	230	1,063
Greenfield Center	0	92	0	92
Nathan Hale Center	0	42	0	42
Wauwatosa Center	32	165	0	197
Whitnall Center	0	142	0	142
Horace Mann Center	0	72	0	72
West Region Total	397	981	230	1,608
% of Regional Enrollment*	20%	24%	35%	26%
DISTRICT TOTALS	3,324	4,123	422	7,869
% of Sample	42%	53%	5%	
% of District Enrollment*	20%	22%	32%	22%

*MATC Research, Planning, and Development; "Semester 2, 1985-86 Headcount Enrollment Analysis," June 1986.

Table 2

NUMBER AND PERCENT OF DAY, EVENING, AND WEEKEND COLLEGE RESPONDENTS BY STUDENT DIVISION

Division	Day		Evening		Weekend		Total	
	No.	%	No.	%	No.	%	No.	%
ADULT DIVISION								
Adult Vocational	760	22.9%	724	17.6%	72	17.1%	1,556	19.8%
Adult General Education	304	9.1%	878	21.3%	65	15.4%	1,247	15.8%
Adult Avocational	85	2.6%	289	7.0%	24	5.7%	398	5.1%
ADULT HIGH SCHOOL	256	7.7%	303	7.3%	20	4.7%	579	7.4%
APPRENTICE	139	4.2%	150	3.6%	8	1.9%	297	3.8%
ASSOCIATE DEGREE	1,690	50.8%	1,640	39.8%	218	51.6%	3,548	45.1%
HIGH SCHOOL CONTRACT	30	.9%	0	0%	0	0%	30	.4%
JTPA	17	.5%	0	0%	0	0%	17	.2%
OTHER	43	1.3%	139	3.4%	15	3.6%	197	2.4%
TOTAL	3,324	100%	4,123	100%	422	100%	7,869	100%

RESPONDENTS

As shown in Table 1, there were 4,123 Evening students (53% of sample and 22% of total Evening enrollment), 3,324 Day students (42% of sample and 20% of Day enrollment), and 422 Weekend College students (5% of sample and 32% of Weekend College enrollment) in the total of 7,869 respondents (22% of total Day, Evening, and Weekend College enrollment).

As shown in Table 2, Associate Degree students made up the largest number of respondents 3,548 or 45.1% of the total. About 50% of Day and Weekend College students are in Associate Degree programs and about 40% of Evening students; Adult Vocational 19.8% (1,556) and Adult General Education 15.8% (1,247) are the two other student divisions that represent more than 10% of the respondents.

1986 STUDENT PROFILE AND CHANGES IN PROFILE FROM 1984 TO 1986

A profile of Day, Evening, and Weekend College respondents is shown in Table 3. Changes from 1984 to 1986 in Day and Evening profiles and 1986 Weekend College student profile highlights are as follows:

Sex — The percentage of females increased from 1984 to 1986, Day from 48% to 56%, Evening from 53% to 55%, and the Weekend College percentage of females was the highest at 60%.

Full-Time Part-Time — The percentage of full-time Day students remained at 66%, Evening full-time increased from 10% to 12% from 1984 to 1986, and Weekend College was at 13%.

Age — Median age increased for both Day and Evening students from 1984 to 1986, Day from 24.4 to 25.1 and Evening from 29.8 to 30.5. Age differs significantly when time of attendance is considered; 51% of the Day students who responded to the survey are under 25, while only 26% of the Evening students are less than that age. Weekend College median age was the highest at 32.6.

Marital Status — There was little change in the marital status of Day and Evening respondents from 1984 to 1986. However, the percentage of Day students who were married, 25%, is much smaller than the 48% of Evening students who were married, and the percentage of married Weekend College students is the highest at 54%.

Median Income — Median annual income increased $521 to $8,929 for Day students and $1,249 to $21,704 for Evening students. Median income for Weekend College students was $23,443.

Dependent Children — A high percentage of Day, Evening, and Weekend College students 37%, 41%, and 49% respectively have dependent children. This is the first year this question was asked on the survey.

TABLE 3

PROFILE OF RESPONDENTS DISTRICTWIDE - 1986

Characteristics	Day	Evening	Weekend
Sex - Female	56%	55%	60%
Full-Time Student	66%	12%	13%
Median Age	25.1	30.5	32.6
Married	25%	48%	54%
Median Income	$ 8,929	$21,704	$23,443
Have Dependent Children	37%	41%	49%
Interested in Child Care Services	32%	26%	26%
Receive Financial Aid	36%	13%	10%
Less than High School Diploma or GED	11%	7%	3%
Bachelor or Graduate Degree	3%	14%	10%
Language Spoken at Home - English	93.1%	95.3%	96.0%
- Asian	4.2%	2.0%	2.1%
- Spanish	1.3%	1.1%	.95%
- European	.6%	.9%	.7%
- African	.3%	.4%	.2%
Reasons for Attending MATC			
Earn an Associate Degree	38%	26%	31%
Acquire Skills for a New Job	17%	17%	15%
Earn a Vocational Certificate or Diploma	11%	3%	3%
Personal Fulfillment or Enjoyment	8%	23%	19%
Earn Credits for Transfer	6%	6%	8%
Fulfill Apprenticeship Requirements	3%	2%	1%
Improve Present Job Skill	5%	14%	18%
Earn a High School Diploma	5%	3%	1%
Acquire Basic Education Skills	3%	3%	2%
Prepare for the GED Exam	3%	2%	2%
Unknown	.9%	1%	.5%
Ethnic Background			
Asian or Pacific Islander	4.8%	2.3%	2.8%
American Indian or Alaskan Native	1.9%	.8%	.7%
Black	22.2%	11.2%	7.1%
Hispanic	3.2%	2.4%	2.6%
White	67.1%	82.0%	85.6%
Unknown	.9%	1.3%	1.2%
Consider Self Handicapped	7%	4%	4.5%
Employed - More than 34 Hours	15%	62%	74%
- 20-34 Hours	24%	12%	9%
- Less than 20 Hours	20%	8%	5%
- Unemployed	41%	18%	12%
Rely on Public Transportation to MATC	26%	8%	3%

Child Care Services	More than one-fourth of all Day, Evening, and Weekend College students indicated an interest in child care services at or near MATC with fees based upon costs.
Financial Aid	About three times as many Day students, 36%, receive financial aid than Evening, 13%, or Weekend College students, 10%.
Previous Education	There was little change in previous education of Day and Evening respondents from 1984 to 1986. The percentage of Day students with less than a high school diploma or GED decreased from 12% to 11% and the percentage of Evening students remained at 7%. The percentage of Day students with bachelor or graduate degrees decreased from 4% to 3% and the percentage of Evening students remained at 14%. Only 3% of Weekend College students had less than high school diploma or GED and 10% had college degrees.
Language Spoken at Home	A total of 4.2% of Day students spoke Asian (Laotian, Humong, Vietnamese, or other Asian) at home which is three times as many as spoke Spanish (1.2%). Asian was the most frequently spoken language of Evening (2.0%) and Weekend College (2.1%) students other than English.
Reasons for Attending MATC	Reasons for attending MATC did not change greatly from 1984 to 1986. A few significant changes were that earning a diploma or certificate decreased from 19% to 11% as a reason for Day students attending. Earn an Associate Degree increased from 36% to 38% in the Day but decreased from 30% to 26% in the Evening. Earn an Associate Degree was the major reason for Weekend College students (31%) attending MATC.
Ethnic Background	The percentage of minority students in both Day and Evening increased: Day from 31% to 33% and Evening from 16% to 18%. All minority groups increased slightly with Asians having the largest percentage increase of .7% from 4.1% to 4.8%. Asians have the second largest percentage of minority students. Blacks, with 22.2% Day, 11.2% Evening, and 7.1% Weekend College, are the largest minority group.
Handicapped	The percentage of Day students who considered themselves handicapped remained at 7% while the Evening percentage decreased from 6% to 4%. A total of 4.5% of Weekend College students considered themselves handicapped.
Employment	The percentage of respondents employed more than 34 hours per week increased and the percentage unemployed decreased for both Day and Evening students from 1984 to 1986. Day school unemployed decreased from 46% to 41% and Evening students from 21% to 18%. Seventy-four percent (74%) of Weekend College students were employed full time and 12% were unemployed.
Transportation	The percentage of Day and Evening respondents relying on public transportation to MATC decreased from 1984 to 1986; Day school decreased from 31% to 26% and Evening from 9% to 8%.

Differences in Profile of Evening Students by Location

This discussion accents differences among the characteristics of Evening students who responded to the survey at the Milwaukee Campus and the North, South, and West Campus Centers of the Milwaukee Area Technical College as shown in Table 4.

Student Divisions

More students are enrolled in Associate Degree courses at all campuses than other types: West 47% (increased from 26% in 1984), North 56%, South 45%, and Milwaukee 51%. The percentages of Evening students enrolled in Avocational courses has been decreasing each year and were West 5%, North 4%, South 5%, and Milwaukee 2%.

Sex

The male/female mix of Evening students varies greatly at campuses as follows: North 41%/59%, West 36%/64%, South 54%/46%, Milwaukee 51%/49% - a majority of female students at North and West but a majority of men at the Milwaukee and South Campuses.

Full-Time Part-Time

Evening students at all campuses are primarily part time. Full-time students (12 or more credits) represented 22% of students at the Milwaukee Campus, 10% at South and North, and 6% at West.

Age

Median age of Evening students ranges from 30.6 years at the West to 29.9 North, 29.3 South, and 28.5 at the Milwaukee Campus.

Marital Status

One-half or more of Evening students are married at North (58%) and West (53%) while 35% are married at the Milwaukee Campus and 40% at South.

Median Income

Median income levels of Evening respondents, if self-supporting, varies significantly throughout the District. Respondents at the Milwaukee Campus reported incomes with a median of $16,178 compared to $21,875 in the West, $22,256 in the South, and $26,250 in the North.

Dependent Children

Percentages of Evening students with dependent children ranged from the North and Milwaukee with 43% to West 39% and South 37%.

Child Care Services

Percentage of Evening students interested in child care services at or near MATC at fees based on costs ranged from Milwaukee 32% to North 26%, South and West 24%.

Financial Aid

Evening students receiving financial aid ranged from Milwaukee 22% to North 14%, South 10%, and West 9%.

Educational Background

The educational background of Evening students is generally better than Day students at all campuses.

Table 4

Profile of Respondents by Campus

Characteristics	North Campus			South Campus			West Campus			Milwaukee Campus	
	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening
Sex - Female	62%	59%	67%	32%	46%	10%	65%	64%	76%	58%	49%
Full-Time Student	72%	10%	12%	62%	10%	10%	57%	6%	15%	69%	22%
Median Age	23.9	29.9	35.1	24.5	29.3	30.6	30.5	30.6	32.4	24.8	28.5
Married	23%	58%	56%	29%	40%	55%	42%	53%	53%	21%	35%
Median Income	$13,958	$26,250	$30,000	$ 9,594	$22,256	$23,214	$10,555	$23,281	$21,875	$ 8,231	$16,178
Have Dependent Children	27%	43%	49%	34%	37%	32%	39%	39%	48%	39%	43%
Interested in Child Care Services	27%	26%	27%	28%	24%	32%	30%	24%	23%	35%	32%
Receive Financial Aid	25%	14%		30%	10%	5%	32%	9%	11%	40%	22%
Less than High School Diploma	4%	5%	0%	10%	6%	4%	10%	7%	4%	12%	11%
Bachelor or Graduate Degree	7%	14%	10%	2%	8%	12%	6%	11%	10%	3%	8%
Language Spoken at Home - English	99.2%	99.3%	97.0%	91.6%	95.6%	96.7%	89.0%	98.3%	95.2%	93.3%	92.4%
- Asian	.4%	.4%	1.0%	6.2%	1.0%	2.2%	8.8%	.4%	2.6%	3.3%	3.7%
- Spanish	.4%	0%	1.0%	.7%	1.7%	0%	.6%	.9%	1.3%	1.6%	2.0%
- European	0%	0%	1.0%	.5%	1.3%	1.1%	.3%	.2%	.4%	.7%	.8%
- African	0%	0%	0%	.2%	0%	0%	0%	0%	.4%	.4%	.7%
Reasons for Attending MATC:											
Earn an Associate Degree	42%	33%	41%	29%	32%	16%	27%	27%	32%	41%	35%
Acquire Skills for a New Job	22%	21%	13%	22%	21%	30%	18%	14%	10%	15%	16%
Earn a Voc. Certificate or Diploma	7%	2%	2%	14%	4%	5%	14%	3%	2%	10%	3%
Personal Fulfillment or Enjoyment	11%	14%	11%	9%	16%	26%	20%	24%	20%	5%	9%
Earn Credits for Transfer	5%	3%	10%	5%	4%	2%	7%	7%	10%	1%	9%
Fulfill Apprenticeship Requirements	3%	2%	0%	6%	2%	1%	2%	.4%	1%	3%	5%
Improve Present Job Skill	5%	18%	21%	8%	15%	15%	7%	17%	19%	4%	12%
Earn a High School Diploma	.5%	1%	0%	1%	1%	0%	1%	3%	1%	7%	7%
Acquire Basic Education Skills	2.5%	1%	1%	4%	1%	3%	2%	2%	1%	3%	3%
Prepare for the GED Exam	2%	2%	2%	2%	4%	0%	.5%	3%	3%	3%	3%
Unknown	0%	0%	0%	1%	1%	0%	2%	0%	1%	1%	1%

Table 4 (Continued)
Profile of Respondents by Campus

Characteristics	North Campus			South Campus			West Campus			Milwaukee Campus	
	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening	Weekend	Day	Evening
Ethnic Background:											
Asian or Pacific Islander	.8%	1.4%	1.0%	8.4%	2.1%	3.3%	9.6%	1.1%	3.4%	3.7%	3.4%
American Indian or Alaskan Native	0%	.4%	0%	1.1%	.5%	0%	2.2%	.9%	1.3%	2.3%	1.3%
Black	4.6%	2.1%	8.9%	4.9%	1.5%	5.5%	3.6%	1.9%	7.0%	30.9%	26.3%
Hispanic	.4%	.4%	1.0%	2.7%	1.5%	2.2%	2.2%	1.5%	3.5%	3.7%	4.6%
White	94.2%	95.4%	85.1%	82.3%	93.5%	89.0%	82.2%	93.8%	84.4%	58.3%	63.1%
Unknown	0%	.4%	4.0%	.7%	1.0%	0%	.3%	.9%	.4%	1.1%	1.3%
Consider Self Handicapped	7%	4%	4%	6%	4%	3%	7%	4%	5%	8%	5%
Employed - More than 34 Hours	15%	69%	80%	21%	68%	83%	12%	68%	67%	14%	57%
- 20-34 Hours	38%	11%	8%	23%	10%	8%	20%	11%	10%	23%	12%
- Less than 20 Hours	22%	9%	2%	17%	5%	2%	15%	8%	7%	21%	8%
- Unemployed	25%	11%	9%	38%	16%	7%	52%	13%	15%	41%	22%
Rely on Public Transportation to MATC	0%	.4%	0%	8%	1.5%	0%	15%	3.4%	6%	34%	20%

Previous Education	The proportion of Evening respondents with less than a high school diploma is highest at the Milwaukee Campus, 11%. The proportion with less than a high school diploma is 5% at the North, 7% at the West, and 6% at the South Campus Centers. The proportion of Evening students with a four-year degree or more is highest at the North Campus Center where 14% of the respondents to the survey possess at least a Bachelor's Degree. At the Milwaukee, South, and West Campuses, this level of educational achievement has been attained by 8%, 8%, and 11%, respectively, of the respondents to the survey.
Language Spoken at Home	Evening students speaking a language other than English at home total 7.2% at the Milwaukee Campus, 4.0% South, 1.5% West, and .4% North.
Educational Objectives	Differences between campuses have been decreasing but Milwaukee Campus Evening students still differ in that more are seeking an Associate Degree (35%) and fewer are attending for personal fulfillment (9%) than the regional campuses. The West has the highest percentage of students attending for personal fulfillment (24%) and the lowest for an Associate Degree (27%).
Ethnic Background	According to the survey's respondents, the ethnic minority Evening students of the District attend classes primarily at the Milwaukee Campus. At this campus, about 36% of the respondents identified themselves as ethnic minorities. More specifically, Blacks accounted for 26.3% of the total; Hispanics, 4.6%; Asians, 3.4%; and American Indians, 1.3%. At the regional campus centers, the proportion of Whites ranges from 95.4% North to 93.8% West, and 93.5% South.
Handicapped	Four percent (4%) of Evening students consider themselves handicapped at North, South, and West; 5% at Milwaukee Campus, down from 6% in 1984.
Employment	About 68% of Evening students at North, South, and West work full time compared to 57% at Milwaukee.
Transportation	Use of public transportation is 20% at Milwaukee Campus, less than 3% at other campuses.

Differences in Profile of Day Students by Location

Sex	Females are the majority at all campuses during the day except the South where industrial courses do not enroll large numbers of women. The percentage of females ranges from 65% at the West to North 62%, Milwaukee 58%, and South 32%.
Full-Time	The percentage of full-time students ranged from the North 72% to Milwaukee 69%, South 62%, and West 57%.
Age	The North Campus Day respondents exhibited the lowest median age, 23.9 years compared to 24.5 years at the South Campus, 24.8 years at the Milwaukee Campus, and 30.5 years at the West Campus.

Marital Status	Forty-two percent (42%) of the West Day respondents and 29% of those at the South are married, while at the Milwaukee and North Campuses, 21% and 23%, respectively, of those responding have spouses.
Median Income	Personal income, if self-supporting, or total family income, if not self-supporting, is considerably higher for the Day respondents at the regional campuses than for their Milwaukee Campus counterparts. Whereas median income was $8,231 at the Milwaukee Campus, it was $9,594 at the South, $10,555 at the West, and $13,958 at the North Campus Centers.
Dependent Children	A total of 39% of Milwaukee and West Campus Day students had dependent children compared to 34% at the South and 27% at the West.
Child Care Services	Interest in child care services at or near MATC at fees based on cost was relatively high at all campuses ranging from Milwaukee 35% to West 30%, South 28%, and North 27%.
Financial Aid	Day students receiving financial aid ranged from Milwaukee 40% to West 32%, South 30%, and North 25%.
Previous Education	Twelve percent (12%) of Day students at the Milwaukee Campus had less than a high school diploma as compared to 10% at the South and West Campus Centers, and 4% at the North Campus Center. The percentage of Day students with a Bachelor's Degree or advanced degree was the following: North 7%, West 6%, Milwaukee 3%, South 2%.
Language Spoken at Home	A significant number of Day students speak a language at home other than English at the West, South, and Milwaukee Campuses. About 10% of West Campus students speak a foreign language (8.8% an Asian language), 7% at the South (6.2% Asian), and 6% at the Milwaukee Campus (3.3% Asian).
Educational Objectives	An Associate Degree or a Vocational Certificate or Diploma was the major motivator for Day students at all of the campuses. Fifty-one percent (51%) of the Milwaukee Campus Day students identified one of these as their primary attendance objective while at the North, South, and West, the comparable proportions were 49%, 43%, and 41%, respectively. The broadest differences in motivation were evident for the "personal fulfillment or enjoyment" motive, which was cited by just 5% of the Milwaukee Campus respondents compared to 20% of the West Campus students.
Ethnic Background	According to the survey, at least 41% of the Milwaukee Day students are representative of an ethnic minority group. A total of 58.3% of respondents identified themselves as "White," while the ethnic background of 1.1% of those surveyed is unknown. Blacks constituted the largest proportion of the minority Milwaukee Day respondents with 30.9% of the total identifying themselves with this race. Hispanics, American Indians, and Asians or Pacific Islanders accounted for 3.7%,

2.3%, and 3.7%, respectively, of the Day total at the Milwaukee Campus. In contrast, the White Day respondents at the North, South, and West Campus Centers represented 94.2%, 82.3%, and 82.2% of their respective totals. The largest minority percentage at a regional campus center is the proportion of Asian or Pacific Islander responding at the West Campus Center, 9.6%.

Handicapped

The Milwaukee Campus has the highest percentage of individuals who consider themselves handicapped, 8%, as compared to 7% at North and West and 6% at South. The percentage of handicapped overall has increased by about 1% since 1984.

Employment

Unemployed students ranged from 52% at West to Milwaukee 41%, South 38%, and North 25%. The percentage employed at the North has increased 18% since 1984.

Transportation

The percentage of Day students using public transportation ranges from 34% at Milwaukee to 15% West, 8% South, and 0% North.

Influences and Reasons to Attend MATC

As shown in Table 5, the greatest influence overall for students to attend MATC was class schedule or other mailed material. This ranked number one with Evening (44.9%) and Weekend College (53.8%) students and second (19.6%) with Day students. Parent or relative had the most influence on Day students (24.5%) attending MATC.

As shown in Table 6, "cost" (37.4%) was the number one reason for Day students attending MATC, "location" (33.2%) for Evening, and "time" (31.5%) for Weekend College students. Overall, "cost" was the best reason for attending MATC.

TABLE 5

QUESTION 16 - Which one of the following MOST influenced you to attend MATC?

Overall Rank		District		
		Day	Evening	Weekend
1	Class Schedule or Other Material Mailed to You	19.6%	**44.9%**	**53.8%**
2	Parent or Other Relative	**24.5%**	12.3%	8.5%
3	Current or Former MATC Student	18.0%	12.4%	12.1%
4	Employer	6.2%	12.6%	11.1%
5	Radio, TV, Billboard, or Newspaper Publicity	6.4%	6.4%	6.9%
6	Social Agency Counselor	7.1%	2.3%	1.1%
7	High School Counselor	5.9%	2.8%	2.4%
8	High School Teacher	3.1%	1.0%	.5%
9	MATC Mobile Information Center at a Public Event	2.3%	1.0%	1.2%
10	MATC Representative at Your High School	2.3%	.8%	.5%
	Unknown	4.7%	3.4%	1.9%

TABLE 6

QUESTION 12 - Which of the following best describes your reason for attending MATC?

Overall Rank		District					
		Rank	Day	Rank	Evening	Rank	Weekend
1	Cost	1	**37.4%**	2	30.0%	2	27.7%
2	Convenient Location	2	26.3%	1	**33.2%**	3	22.8%
3	Convenient Time	4	10.1%	3	19.8%	1	**31.8%**
4	Reputation	3	22.2%	4	13.3%	4	13.7%
	Unknown		4.0%		3.6%		4.3%

STUDENTS' EVALUATIONS

Items 21 through 53 of the Day survey and items 21 to 35 of the Evening and Weekend College survey allowed respondents to evaluate a broad range of functions, services, and facilities of the Milwaukee Area Technical College. The students were asked to choose one of the following seven responses regarding the subject of each survey item:

1. Excellent
2. Good
3. OK
4. Poor
5. Terrible
6. Of no concern to me
7. I cannot evaluate this

Of concern in developing the scheme for a summary report of responses was the realization that the "omits" and choices 6 and 7, above, would dilute the results of those respondents who chose to rate an item; i.e., selected either "Excellent," "Good," "OK," "Poor," or "Terrible."

Accordingly, a simple tabulation and percent-of-total was deemed unsatisfactory for summarizing the selection of these five responses, although it seemed the most appropriate for reporting the "omits" and the "of no concern to me" and "I cannot evaluate this" responses. The five evaluative choices were assigned the following numerical values to facilitate summarizations:

Excellent	-	4
Good	-	3
OK	-	2
Poor	-	1
Terrible	-	0

For each item of the survey, an arithmetic mean was calculated based on both the frequency and the numeric value of the evaluative responses to the item. The magnitude of the mean response thus serves as an indicator of the students' satisfaction or dissatisfaction with the aspect of the District being evaluated. Evaluation Data A, B, and C (pages 23-70) provides for many subgroups, rank-ordered lists of the items as determined by the value of the mean response.

Ratings have been placed on all items for each group - Day, Evening, Weekend College, Location, Ethnic Origin, and Handicapped - as follows:

Excellent or Good Items - Mean 2.51 or above and more than 50% of students rating have rated item excellent or good.

OK - Mean 2.20 to 2.50.

OK But May Need Improvement - Mean 2.00 to 2.19.

Poor - Mean 1.50 to 1.99.

Terrible - Mean below 1.50 and more than 25% rating item poor or terrible.

Districtwide

The following three items have consistently been rated excellent since 1972 and are the top three rated items in 1986:

1. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...

Ratings	Day n = 3,324	Evening n = 4,123	Weekend n = 422
Excellent	34.6%	47.5%	48.4%
Good	42.4%	40.3%	38.7%
OK	18.9%	10.4%	11.7%
Poor	3.1%	1.3%	1.0%
Terrible	.8%	.6%	.3%

2. The quality of teaching I have received at MATC has been ...

Ratings	Day	Evening	Weekend
Excellent	31.8%	34.9%	40.1%
Good	46.8%	46.0%	40.8%
OK	18.1%	16.5%	16.4%
Poor	2.9%	2.0%	2.4%
Terrible	.3%	.6%	.3%

3. In terms of meeting my needs, the courses I have taken at MATC have been ...

Ratings	Day	Evening	Weekend
Excellent	29.3%	32.7%	39.1%
Good	48.4%	50.2%	45.7%
OK	19.9%	15.5%	14.3%
Poor	1.9%	1.3%	1.0%
Terrible	.6%	.4%	0%

Two items were rated poor by Day students:

1. The availability of parking at or near MATC is ...
   (89% of Day students rated this item)

   Day Ratings: Excellent 14.5%, Good 24.6%, OK 24.8%;
   Poor 16.8%; Terrible 19.3%.

   The poor Districtwide rating is primarily due to poor and terrible ratings at the Milwaukee Campus.

2. The services that MATC provides to aid students in obtaining housing are ...
   (only 34% of students rated this item)

Subsample Difference

Day/Evening/Weekend College

There are 15 items that are common to the Day, Evening, and Weekend College surveys. The ratings of Day and Evening students are similar in that with few exceptions they rate the same items excellent or good. Eleven (11) of the 12 items rated excellent or good by Evening students were also rated excellent or good by Day students. However, Evening and Weekend College ratings tend to be higher than Day students. Weekend College students rated 14 of the 15 items excellent or good, only food service was rated OK.

There are three items that Day students indicate a need for some improvement that Evening and Weekend College students do not.

1. The services provided by the Bookstore.
2. Registration procedures.
3. Availability of parking.

Location - Milwaukee Campus and Regional Campus Centers

Day Respondents

There is considerable agreement among the Milwaukee, North, South, and West respondents as to the strengths of the District, Day, Evening, and Weekend College. The most notable difference concerning these responses is the higher degree of positiveness of the evaluations by regional campus students as shown in the following Day summary:

Number of Items Rated by Category and Range by Campus

Category		Milwaukee	North	South	West
Excellent or Good	#	16	18	18	24
	Range	(3.03-2.54)	(3.31-2.54)	(3.16-2.55)	(3.45-2.54)
OK	#	11	7	9	4
	Range	(2.46-2.23)	(2.51-2.20)	(2.48-2.24)	(2.48-2.38)
Ok but may need some improvement	#	3	1	3	2
	Range	(2.03-2.00)	(2.13)	(2.04-2.01)	(2.04-2.11)
Poor	#	2	3	2	1
	Range	(1.60-1.51)	(1.83-1.52)	(1.84-1.81)	(1.81)
Terrible	#	0	3	0	1
	Range		(1.48-1.14)		(1.51)

Areas of concern by campus as indicated by the Day respondents are as follows:

	Milwaukee	North	South	West
OK but may need some improvement				
Student Lounges	X			
Registration Procedures	X			
Bookstore	X			
Counselors		X		
Child Care			X	X
Parking				X
Athletic Activities			X	
Health Services			X	
Poor				
Parking	X			
Housing Aid	X	X	X	
Recreation Facilities			X	X
Athletic Activities		X		
Health Services		X		
Terrible				
Housing Aid				X
Transportation		X		
Child Care		X		
Recreation Facilities		X		

Evening Respondents

The evaluations of Evening students are more positive than Day students on the 15 items common to both surveys.

Number of Items Rated by Category and Mean Range by Campus

Category		Milwaukee	North	South	West
Excellent or Good	#	11	13	13	15
	Range	(3.14-2.69)	(3.35-2.75)	(3.28-2.60)	(3.46-2.54)
OK	#	2	1	2	0
	Range	(2.44-2.34)	(2.53)	(2.38-2.35)	
OK but may need some improvement	#	1	0	0	0
	Range	(2.17)			
Poor	#	1	1	0	0
	Range	(1.93)	(1.99)		
Terrible	#	0	0	0	0

Areas of concern by campus as indicated by Evening respondents are as follows:

	Milwaukee	North	South	West
OK but may need some improvement				
Bookstore	X			
Poor				
Parking	X			
Transportation		X		

Weekend College Respondents

Weekend College student evaluations were even more positive than Evening students. The range of mean responses was North 3.40 to 2.24 (14 items Excellent or Good; 1, OK), South 3.48 to 2.14 (14 items Excellent or Good; 1 item, Food Service, OK but may need some improvement), West 3.28 to 2.42 (12 Excellent or Good; 3, OK).

Ethnic Background

Day Respondents

Evaluation responses by minorities were generally positive and similar to responses by Whites. A summary of mean responses by ethnic origin shows the following:

		Number of Items by Rating				
	Mean Range	Excellent or Good	OK	OK But Needs Improvement	Poor	Terrible
Asian	3.12-2.18	19	13	0	0	0
American Indian	3.07-1.62	12	12	5	3	0
Black	3.07-1.66	19	11	0	1	0
Hispanic	3.12-1.69	22	6	2	2	0
White	3.13-1.36	16	10	4	1	1

Areas of concern for minorities are the same as those indicated by Day students as a whole. A summary of items of concern by ethnic origin is as follows:

	Asian	Indian	Black	Hispanic	White
OK but may need some improvement					
Bookstore				X	X
Child Care					X
Parking		X			X
Registration		X		X	X
Counselors		X			
Recreation Facilities		X			
Job Placement		X			
Poor					
Parking			X	X	
Housing Aid		X	X	X	
Student Senate		X			
Athletic Activities		X			
Recreation Facilities	X				X
Terrible					
Housing Aid					X

Indian students gave more "OK but may need some improvement" or "Poor" ratings than any other group. They are the only subgroup (Day, Evening, Weekend College, Location, Ethnic Origin, Handicapped) that rated the Student Senate services and benefits poorly. Asians rated one item (recreation facilities) as needing improvement and none as poor or terrible.

Evening Respondents

All Evening students by ethnic group gave more positive evaluations than Day students with exception of Asians. Asian Evening respondents were positive but mean responses were not higher than Day Asian respondents.

		Number of Items by Rating				
	Mean Range	Excellent or Good	OK	OK But Needs Improvement	Poor	Terrible
Asian	3.12-2.09	11	2	2	0	0
Indian	3.16-2.40	14	1	0	0	0
Black	3.12-1.86	11	3	0	1	0
Hispanic	3.31-2.21	14	1	0	0	0
White	3.38-2.47	13	2	0	0	0

The only areas of concern by Evening minority students were by Asians who indicated that the Bookstore and Parking may need improvement. Parking was evaluated as poor by Blacks.

Handicapped

A total of 148 Day and 511 Evening students identified themselves as handicapped. Handicapped student evaluations are mostly positive and are similar to those of nonhandicapped students and all other subgroups. Services and facilities for handicapped was rated 2.79 by Day and 3.01 by Evening handicapped students. About 70% of handicapped students rated services for handicapped Excellent or Good, about 20% OK, and about 10% Poor or Terrible.

Evening handicapped students rated 12 items Excellent or Good and 3 OK (registration, parking, and bookstore).

Day handicapped students rated 19 items Excellent or Good, 10 OK,, 2 OK but may need some improvement (recreation facilities and parking), and one Poor (housing aid).

Changes in Student Ratings from 1984 to 1986

District Day and Evening ratings of students did not change greatly from 1984 to 1986. Most overall ratings on survey items changed by less than .1. Two items changed slightly more than .1. Bookstore services increased .12 from 2.22 to 2.34 (OK rating). Availability of parking decreased .11 from 2.36 to 2.25 (OK rating).

The increase in overall Bookstore rating is due to the addition of 422 Weekend College students to the sample who rated Bookstore services as Good and a slight improvement of Milwaukee Day ratings from the "Poor" to the "OK but may need some improvement" category.

The decrease in the rating of availability of parking is because of decreases in ratings by respondents at the Milwaukee Campus where no MATC parking spaces are provided for students. The building of a new parking structure connected to the MATC Milwaukee Main Building, which was completed in 1981, had resulted in ratings for parking to increase in 1982 and 1983.

EVALUATION DATA A - Rank-Ordered Lists of Evaluative Items

The following are rank-ordered lists of mean responses to items in the Day, Evening, and Weekend College questionnaires by the respondents to the survey.

The order has been determined by the magnitude of the mean response based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Not included in the calculation of the mean are the responses of those who chose not to rate the item; i.e., selected "Of no concern to me," "I cannot evaluate this," or omitted the item. The proportion of the sample who rated the respective items is provided in the column at the right of each page.

District Summary
n = 7,869

Rank order of mean responses of the 15 items included on **Day, Evening, and Weekend College Surveys** by the students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good Ratings - 1-11:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.22	98
2	The quality of teaching I have received at MATC has been	3.11	97
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.10	98
4	The availability and willingness of instructors to help students outside of class are	2.98	85
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.95	96
6	Services and facilities for the handicapped at MATC are	2.95	53
7	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.94	57
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.88	48
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.86	89
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.86	85
11	Public transportation services to MATC's facilities are	2.68	58
OK - 12-15:			
12	The food services offered at MATC are	2.46	70
13	The registration procedures at MATC are	2.41	96
14	The services provided by the Bookstore at MATC are	2.34	86
15	The availability of parking at or near MATC is ...	2.25	90

District Day Summary
n = 3,324

Rank order of MATC Day students' evaluations of 32 items by students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16:			
1	The quality of teaching I have received at MATC has been	3.07	99
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.07	98
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.04	98
4	Services and facilities for the handicapped at MATC are	2.94	67
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.93	97
6	The availability and willingness of instructors to help students outside of class are	2.93	93
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.90	87
8	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.84	60
9	Public transportation services to MATC's facilities are	2.77	71
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.77	56
11	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.71	93
12	The services provided by the library at MATC are .	2.67	83
13	The maintenance and cleanliness of MATC's facilities are	2.61	96
14	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.60	64
15	Security against theft, assault, etc., at MATC facilities is	2.59	87

District Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16 (Continued):			
16	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.57	72
OK - 17-27:			
17	Veterans' services at MATC are	2.50	23
18	The student health services offered at MATC are ..	2.50	42
19	Tutoring services at MATC are	2.49	42
20	The food services offered at MATC are	2.46	87
21	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.42	64
22	The Student Senate's services and benefits to the student body are	2.36	99
23	The job placement services at MATC are	2.33	97
24	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.29	87
25	The athletic activities (both intramural and intercollegiate) at MATC are	2.27	93
26	The availability of child day care at or near this MATC campus is	2.23	34
27	The student lounge facilities (Student Center, activity rooms) at MATC are	2.22	75
OK but may need some improvement - 28-30:			
28	The services provided by the Bookstore at MATC are	2.17	91
29	The registration procedures at MATC are	2.13	97
30	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.12	57
Poor - 31-32:			
31	The availability of parking at or near MATC is ...	1.98	89
32	The services that MATC provides to aid students in obtaining housing are	1.56	34

District Evening Summary
n = 4,123

Rank order of mean responses of the 15 items included in **Day**, **Evening**, and **Weekend College Surveys** by the **Evening** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-10:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.33	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.14	97
3	The quality of teaching I have received at MATC has been	3.13	97
4	The availability and willingness of instructors to help students outside of class are	3.03	79
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.00	52
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.98	83
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.96	41
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.95	95
9	Services and facilities for the handicapped at MATC are	2.94	40
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.81	81
11	Public transportation services to MATC's facilities are	2.62	48
12	The registration procedures at MATC are	2.59	95
OK - 13-15:			
13	The services provided by the Bookstore at MATC are	2.47	80
14	The food services offered at MATC are	2.46	51
15	The availability of parking at or near MATC is ...	2.45	90

District Weekend College Summary
n = 422

Rank order of mean responses of the 15 items included in Day, Evening, and Weekend College Surveys by the Weekend College students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.34	97
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.23	96
3	The quality of teaching I have received at MATC has been	3.18	97
4	Services and facilities for the handicapped at MATC are	3.17	40
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.15	96
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.11	61
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.09	42
8	The availability and willingness of instructors to help students outside of class are	3.08	82
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.05	90
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.01	86
11	The registration procedures at MATC are	2.76	93
12	The availability of parking at or near MATC is ...	2.68	94
13	Public transportation services to MATC's facilities are	2.63	86
14	The services provided by the Bookstore at MATC are	2.63	86
OK - 15:			
15	The food services offered at MATC are	2.43	77

Milwaukee Day Summary
n = 2,221

Rank order of mean responses of the 32 evaluation items by Day students surveyed at the Milwaukee Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16:			
1	The quality of teaching I have received at MATC has been	3.03	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.00	98
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.97	99
4	Services and facilities for the handicapped at MATC are	2.89	69
5	Public transportation services to MATC's facilities are	2.86	78
6	The availability and willingness of instructors to help students outside of class are	2.84	93
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.81	85
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.79	97
9	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.78	63
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.68	60
11	The student health services offered at MATC are ..	2.63	47
12	The services provided by the library at MATC are .	2.62	86
13	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.61	77
14	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.55	93
15	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.54	65
16	Veterans' services at MATC are	2.53	23

Milwaukee Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
OK - 17-27:			
17	The food services offered at MATC are	2.46	90
18	Tutoring services at MATC are	2.45	45
19	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.41	70
20	Security against theft, assault, etc., at MATC facilities is	2.40	88
21	The availability of child day care at or near this MATC campus is	2.37	37
22	The athletic activities (both intramural and intercollegiate) at MATC are	2.36	43
23	The maintenance and cleanliness of MATC's facilities are	2.35	96
24	The Student Senate's services and benefits to the student body are	2.35	49
25	The job placement services at MATC are	2.30	41
26	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.27	63
27	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.23	81
OK but may need some improvement - 28-30:			
28	The student lounge facilities (Student Center, activity rooms) at MATC are	2.03	76
29	The registration procedures at MATC are	2.01	97
30	The services provided by the Bookstore at MATC are	2.00	94
Poor - 31-32:			
31	The availability of parking at or near MATC is ...	1.60	86
32	The services that MATC provides to aid students in obtaining housing are	1.51	37

Milwaukee Evening Summary
n = 1,823

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the Milwaukee Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-11:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.14	97
2	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.04	97
3	The quality of teaching I have received at MATC has been	3.00	97
4	Services and facilities for the handicapped at MATC are	2.88	48
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.87	57
6	The availability and willingness of instructors to help students outside of class are	2.81	80
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.81	54
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.74	85
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by MATC nonteaching employees has been	2.74	85
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.69	81
11	Public transportation services to MATC's facilities are	2.69	64
OK - 12-13:			
12	The food services offered at MATC are	2.44	66
13	The registration procedures at MATC are	2.34	96
OK but may need some improvement - 14:			
14	The services provided by the Bookstore at MATC are	2.17	90
Poor - 15:			
15	The availability of parking at or near MATC is ...	1.93	86

North Day Summary
n = 240

Rank order of mean responses of the 32 evaluation items by Day students surveyed at the North Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18:			
1	The maintenance and cleanliness of MATC's facilities are	3.31	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.30	99
3	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.29	93
4	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.13	99
5	Security against theft, assault, etc., at MATC facilities is	3.08	86
6	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.05	99
7	The quality of teaching I have received at MATC has been	3.05	99
8	The availability of parking at or near MATC is ...	3.03	99
9	The availability and willingness of instructors to help students outside of class are	3.02	93
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.00	61
11	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.98	95
12	Services and facilities for the handicapped at MATC are	2.97	61
13	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.97	49
14	The services provided by the library at MATC are .	2.85	87
15	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.77	75

North Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18 (Continued):			
16	The student lounge facilities (Student Center, activity rooms) at MATC are	2.63	85
17	The services provided by the Bookstore at MATC are	2.62	95
18	Tutoring services at MATC are	2.54	33
OK - 19-25:			
19	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.51	75
20	The job placement services at MATC are	2.50	47
21	Veterans' services at MATC are	2.49	15
22	The Student Senate's services and benefits to the student body are	2.33	62
23	The registration procedures at MATC are	2.28	97
24	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.22	52
25	The food services offered at MATC are	2.20	88
OK but may need some improvement - 26:			
26	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.13	78
Poor - 27-29:			
27	The student health services offered at MATC are ..	1.83	33
28	The services that MATC provides to aid students in obtaining housing are	1.60	29
29	The athletic activities (both intramural and intercollegiate) at MATC are	1.52	35
Terrible - 30-32:			
30	Public transportation services to MATC's facilities are	1.48	47
31	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.37	51
32	The availability of child day care at or near this MATC campus is	1.14	25

North Evening Summary
n = 281

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the North Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.35	99
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.28	99
3	In terms of meeting my needs, the courses I have taken at MATC have been.....	3.17	99
4	The availability and willingness of instructors to help students outside of class are	3.15	80
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.12	58
6	Services and facilities for the handicapped at MATC are	3.11	37
7	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.08	86
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.07	34
9	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.03	85
10	The quality of teaching I have received at MATC has been	3.00	99
11	The availability of parking at or near MATC is ...	2.78	99
12	The services provided by the Bookstore at MATC are	2.77	88
13	The registration procedures at MATC are	2.75	98
OK - 14:			
14	The food services offered at MATC are	2.53	56
Poor - 15:			
15	Public transportation services to MATC's facilities are	1.99	25

North Weekend College Summary
n = 101

Rank order of mean responses of the 15 evaluation items by **Weekend College** students surveyed at the **North Campus**:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.40	95
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.34	98
3	Services and facilities for the handicapped at MATC are	3.27	48
4	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.21	69
5	In terms of meeting my needs, the courses I have taken at MATC have been	3.18	98
6	The availability and willingness of instructors to help students outside of class are	3.13	84
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.13	83
8	The quality of teaching I have received at MATC has been	3.08	98
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.05	91
10	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.00	43
11	The services provided by the Bookstore at MATC are	2.98	92
12	The availability of parking at or near MATC is ...	2.91	95
13	The registration procedures at MATC are	2.79	95
14	The food services offered at MATC are	2.63	86
OK - 15:			
15	Public transportation services to MATC's facilities are	2.24	37

South Day Summary
n = 452

Rank order of mean responses of the 32 evaluation items by Day students surveyed at the South Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.16	98
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.15	98
3	The maintenance and cleanliness of MATC's facilities are	3.12	96
4	Services and facilities for the handicapped at MATC are	3.03	68
5	The quality of teaching I have received at MATC has been	3.01	98
6	In terms of meeting my needs, the courses I have taken at MATC have been	2.98	98
7	The availability and willingness of instructors to help students outside of class are	2.97	93
8	The availability of parking at or near MATC is ...	2.92	96
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.89	93
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.87	90
11	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.87	51
12	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.84	51
13	Security against theft, assault, etc., at MATC facilities is	2.78	90
14	Public transportation services to MATC's facilities are	2.71	56
15	The services provided by the library at MATC are .	2.66	78

South Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-18 (Continued):			
16	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.64	64
17	Tutoring services at MATC are	2.55	41
18	The food services offered at MATC are	2.55	88
OK - 19-27:			
19	The services provided by the Bookstore at MATC are	2.48	89
20	The student lounge facilities (Student Center, activity rooms) at MATC are	2.46	80
21	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.38	55
22	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.37	68
23	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.35	73
24	Veterans' services at MATC are	2.31	28
25	The Student Senate's services and benefits to the student body are	2.29	43
26	The registration procedures at MATC are	2.28	96
27	The job placement services at MATC are	2.24	41
OK but may need some improvement - 28-30:			
28	The athletic activities (both intramural and intercollegiate) at MATC are	2.04	40
29	The student health services offered at MATC are ..	2.02	37
30	The availability of child day care at or near this MATC campus is	2.01	31
Poor - 31-32:			
31	The services that MATC provides to aid students in obtaining housing are	1.84	29
32	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.81	54

South Evening Summary
n = 611

Rank order of mean responses of the 15 evaluation items by **Evening** students surveyed at the **South Campus**:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.28	97
2	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.17	96
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.09	98
4	The quality of teaching I have received at MATC has been	3.06	98
5	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.05	46
6	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.04	34
7	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.03	85
8	The availability and willingness of instructors to help students outside of class are	3.01	82
9	Services and facilities for the handicapped at MATC are	3.00	40
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.83	79
11	The availability of parking at or near MATC is ...	2.71	96
12	The services provided by the Bookstore at MATC are	2.61	87
13	The registration procedures at MATC are	2.60	96
OK - 14-15:			
14	The food services offered at MATC are	2.38	53
15	Public transportation services to MATC's facilities are	2.35	37

South Weekend College Summary
n = 91

Rank order of mean responses of the 15 evaluation items by Weekend College students surveyed at the South Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.48	96
2	The quality of teaching I have received at MATC has been	3.33	97
3	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.31	96
4	In terms of meeting my needs, the courses I have taken at MATC have been	3.28	96
5	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.23	90
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.22	35
7	The availability and willingness of instructors to help students outside of class are	3.21	77
8	Services and facilities for the handicapped at MATC are	3.21	42
9	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.19	35
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.01	96
11	The availability of parking at or near MATC is ...	2.96	93
12	The registration procedures at MATC are	2.90	90
13	The services provided by the Bookstore at MATC are	2.68	79
14	Public transportation services to MATC's facilities are	2.65	37
OK but may need some improvement - 15:			
15	The food services offered at MATC are	2.14	63

West Day Summary
n = 365

Rank order of mean responses of the 32 evaluation items by Day students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-24:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.45	97
2	The quality of teaching I have received at MATC has been	3.31	99
3	The availability and willingness of instructors to help students outside of class are	3.31	90
4	In terms of meeting my needs, the courses I have taken at MATC have been	3.27	98
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.28	97
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.20	91
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	3.18	97
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.17	47
9	Security against theft, assault, etc., at MATC facilities is	3.14	82
10	The maintenance and cleanliness of MATC's facilities are	3.13	96
11	Services and facilities for the handicapped at MATC are	3.11	53
12	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.10	55
13	The services provided by the library at MATC are .	2.90	76
14	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.84	56

West Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-24 (Continued):			
15	The student lounge facilities (Student Center, activity rooms) at MATC are	2.82	68
16	Public transportation services to MATC's facilities are	2.79	63
17	Tutoring services at MATC are	2.73	33
18	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.72	55
19	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.70	72
20	The Student Senate's services and benefits to the student body are	2.60	44
21	Veterans' services at MATC are	2.60	20
22	The registration procedures at MATC are	2.57	97
23	The services provided by the Bookstore at MATC are	2.55	83
24	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.54	56
OK - 25-28:			
25	The job placement services at MATC are	2.48	33
26	The student health services offered at MATC are ..	2.46	28
27	The food services offered at MATC are	2.44	75
28	The athletic activities (both intramural and intercollegiate) at MATC are	2.38	30
OK but may need some improvement - 29-30:			
29	The availability of parking at or near MATC is ...	2.11	91
30	The availability of child day care at or near this MATC campus is	2.04	26
Poor - 31:			
31	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.81	37
Terrible - 32:			
32	The services that MATC provides to aid students in obtaining housing are	1.51	26

West Evening Summary
n = 469

Rank order of mean responses of the 15 evaluation items by Evening students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-15:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.46	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.14	99
3	The quality of teaching I have received at MATC has been	3.12	98
4	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.10	96
5	The availability and willingness of instructors to help students outside of class are	3.10	80
6	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.06	87
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.05	37
8	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.04	59
9	Services and facilities for the handicapped at MATC are	3.04	36
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.96	85
11	The services provided by the Bookstore at MATC are	2.76	87
12	The registration procedures at MATC are	2.75	96
13	Public transportation services to MATC's facilities are	2.73	45
14	The food services offered at MATC are	2.56	63
15	The availability of parking at or near MATC is ...	2.54	94

West Weekend College Summary
n = 230

Rank order of mean responses of the 15 evaluation items of Weekend College students surveyed at the West Campus:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.28	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.23	96
3	The quality of teaching I have received at MATC has been	3.17	97
4	Services and facilities for the handicapped at MATC are	3.11	48
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.10	44
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.04	68
7	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.02	97
8	The availability and willingness of instructors to help students outside of class are	2.98	96
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.97	89
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.96	84
11	Public transportation services to MATC's facilities are	2.75	55
12	The registration procedures at MATC are	2.70	94
OK - 13-15:			
13	The availability of parking at or near MATC is ...	2.47	93
14	The services provided by the Bookstore at MATC are	2.46	87
15	The food services offered at MATC are	2.42	79

Asian or Pacific Islander Day Summary
n = 158

Rank order of mean responses of the 32 evaluation items by Asian or Pacific Islander Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19:			
1	The quality of teaching I have received at MATC has been	3.12	97
2	In terms of meeting my needs, the courses I have taken at MATC have been	2.93	94
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.90	91
4	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.85	91
5	The availability and willingness of instructors to help students outside of class are	2.83	89
6	Services and facilities for the handicapped at MATC are	2.83	72
7	The services provided by the library at MATC are	2.81	86
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.80	95
9	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.76	85
10	The maintenance and cleanliness of MATC's facilities are	2.71	88
11	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are	2.71	87
12	Security against theft, assault, etc., at MATC facilities is	2.71	86
13	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.71	78
14	Public transportation services to MATC's facilities are	2.64	76

Asian or Pacific Islander Day Summary

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19 (Continued):			
15	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.64	64
16	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.60	82
17	The registration procedures at MATC are	2.59	96
18	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.58	80
19	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.57	67
OK - 20-31:			
20	Veterans' services at MATC are	2.49	44
21	The athletic activities (both intramural and intercollegiate) at MATC are	2.46	58
22	The food services offered at MATC are	2.43	83
23	The availability of child day care at or near this MATC campus is	2.43	53
24	Tutoring services at MATC are	2.40	70
25	The Student Senate's services and benefits to the student body are	2.40	63
26	The services provided by the Bookstore at MATC are	2.39	86
27	The job placement services at MATC are	2.38	72
28	The student health services offered at MATC are ..	2.38	59
29	The student lounge facilities (Student Center, activity rooms) at MATC are	2.31	77
30	The availability of parking at or near MATC is ...	2.27	89
31	The services that MATC provides to aid students in obtaining housing are	2.22	50
OK but may need some improvement:			
32	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.18	66

Asian or Pacific Islander Evening Summary
n = 94

Rank order of mean responses of the 15 evaluation items of Asian or Pacific Islander Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-11:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.02	93
2	In terms of meeting my needs, the courses I have taken at MATC have been	2.98	97
3	The quality of teaching I have received at MATC has been	2.92	96
4	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.90	95
5	Services and facilities for the handicapped at MATC are	2.90	51
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.88	61
7	The availability and willingness of instructors to help students outside of class are	2.77	79
8	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.75	73
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.72	84
10	The registration procedures at MATC are	2.62	96
11	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.60	82
OK - 12-13:			
12	The food services offered at MATC are	2.34	62
13	Public transportation services to MATC's facilities are	2.30	67
OK but may need some improvement - 14-15:			
14	The services provided by the Bookstore at MATC are	2.14	83
15	The availability of parking at or near MATC is ...	2.09	83

American Indian or Alaskan Native Day Summary
n = 64

Rank order of mean responses of the 32 evaluation items by **American Indian or Alaskan Native Day** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The quality of teaching I have received at MATC has been	3.07	94
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.05	97
3	Services and facilities for the handicapped at MATC are	3.00	69
4	Public transportation services to MATC's facilities are	2.94	83
5	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.93	92
6	The instructional equipment (tools, machines, instruments, etc.) at MATC are	2.86	97
7	In terms of meeting my needs, the courses I have taken at MATC have been	2.85	95
8	The availability and willingness of instructors to help students outside of class are	2.79	91
9	The services provided by the library at MATC are .	2.71	88
10	Veterans' services at MATC are	2.65	31
11	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.57	58
12	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.55	77
OK - 13-24:			
13	Tutoring services at MATC are	2.50	53
14	The student health services offered at MATC are ..	2.50	44
15	The food services offered at MATC are	2.48	84
16	Security against theft, assault, etc., at MATC facilities is	2.47	59

American Indian or Alaskan Native Day Summary

Rank	Item	Mean Response	% of n Who Rated
17	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.43	94
18	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.45	59
19	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.40	70
20	The availability of child day care at or near this MATC campus is	2.35	36
21	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.30	73
22	The services provided by the Bookstore at MATC are	2.29	91
23	The maintenance and cleanliness of MATC's facilities are	2.28	94
24	The student lounge facilities (Student Center, activity rooms) at MATC are	2.28	78
OK but may need some improvement - 25-29:			
25	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.18	86
26	The registration procedures at MATC are	2.14	92
27	The availability of parking at or near MATC is ...	2.07	84
28	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.00	56
29	The job placement services at MATC are	2.00	42
Poor - 30-32:			
30	The Student Senate's services and benefits to the student body are	1.97	45
31	The athletic activities (both intramural and intercollegiate) at MATC are	1.92	41
32	The services that MATC provides to aid students in obtaining housing are	1.62	37

American Indian or Alaskan Native Evening Summary
n = 33

Rank order of mean responses of the 15 evaluation items by **American Indian** or **Alaskan Native Evening** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.16	94
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.11	82
3	Services and facilities for the handicapped at MATC are	3.11	58
4	The quality of teaching I have received at MATC has been	3.10	94
5	In terms of meeting my needs, the courses I have taken at MATC have been	3.03	94
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.00	70
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.92	76
8	The availability and willingness of instructors to help students outside of class are	2.85	82
9	The food services offered at MATC are	2.78	70
10	The services provided by the Bookstore at MATC are	2.76	88
11	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.68	94
12	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.68	76
13	Public transportation services to MATC's facilities are	2.68	67
14	The registration procedures at MATC are	2.52	94
OK - 15:			
15	The availability of parking at or near MATC is ...	2.40	91

Black Day Summary
n = 738

Rank order of mean responses of the 32 evaluation items by **Black Day** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19:			
1	The quality of teaching I have received at MATC has been	3.07	99
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.04	97
3	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.93	98
4	Public transportation services to MATC's facilities are	2.92	86
5	Services and facilities for the handicapped at MATC are	2.89	77
6	The instructional equiment (tools, machines, instruments, etc.) at MATC is	2.82	79
7	The services provided by the library at MATC are	2.80	91
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.78	94
9	The availability and willingness of instructors to help students outside of class are	2.77	89
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.74	71
11	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.71	81
12	The student health services offered at MATC are ..	2.67	57
13	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.62	74
14	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.59	94
15	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.58	85

Black Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19 (Continued):			
16	Security against theft, assault, etc., at MATC facilities is	2.56	83
17	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.55	81
18	The maintenance and cleanliness of MATC's facilities are	2.54	74
19	Veterans' services at MATC are	2.53	30
OK - 20-30:			
20	The Student Senate's services and benefits to the student body are	2.50	57
21	Tutoring services at MATC are	2.49	60
22	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.48	65
23	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.43	87
24	The food services offered at MATC are	2.41	91
25	Public transportation services to MATC's facilities are	2.41	48
26	The athletic activities (both intramural and intercollegiate) at MATC are	2.38	50
27	The registration procedures at MATC are	2.33	97
28	The student lounge facilities (Student Center, activity rooms) at MATC are	2.29	78
29	The services provided by the Bookstore at MATC are	2.26	96
30	The job placement services at MATC are	2.26	46
Poor - 31-32:			
31	The services that MATC provides to aid students in obtaining housing are	1.72	71
32	The availability of parking at or near MATC is ...	1.66	81

Black Evening Summary
n = 458

Rank order of mean responses of the 15 evaluation items by **Black Evening** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-11:			
1	In terms of meeting my needs, the courses I have taken at MATC have been	3.12	96
2	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.03	96
3	The quality of teaching I have received at MATC has been	3.02	97
4	Services and facilities for the handicapped at MATC are	2.83	53
5	Public transportation services to MATC's facilities are	2.79	77
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.79	67
7	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.75	92
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.75	74
9	The availability and willingness of instructors to help students outside of class are	2.74	78
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.74	87
11	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.61	78
OK - 12-14:			
12	The registration procedures at MATC are	2.43	94
13	The food services offered at MATC are	2.36	70
14	The services provided by the Bookstore at MATC are	2.35	92
Poor - 15:			
15	The availability of parking at or near MATC is ...	1.86	79

Hispanic Day Summary
n = 106

Rank order of mean responses of the 32 evaluation items by **Hispanic Day** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-22:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.12	99
2	The quality of teaching I have received at MATC has been	2.99	100
3	Services and facilities for the handicapped at MATC are	2.99	68
4	The availability and willingness of instructors to help students outside of class are	2.96	92
5	In terms of meeting my needs, the courses I have taken at MATC have been	2.94	99
6	Public transportation services to MATC's facilities are	2.94	74
7	The student health services offered at MATC are ..	2.92	49
8	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.91	76
9	Veterans' services at MATC are	2.91	33
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.86	81
11	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.85	97
12	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.77	63
13	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.73	95
14	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.73	77
15	The maintenance and cleanliness of MATC's facilities are	2.72	92

Hispanic Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-22 (Continued):			
16	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.69	67
17	The services provided by the library at MATC are	2.65	90
18	The athletic activities (both intramural and intercollegiate) at MATC are	2.65	46
19	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.62	80
20	Tutoring services at MATC are	2.55	57
21	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.54	83
22	Security against theft, assault, etc., at MATC facilities is	2.53	92
OK - 23-28:			
23	The food services offered at MATC are	2.48	88
24	The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.45	62
25	The Student Senate's services and benefits to the student body are	2.45	45
26	The student lounge facilities (Student Center, activity rooms) at MATC are	2.42	81
27	The job placement services at MATC are	2.42	43
28	The availability of child day care at or near this MATC campus is	2.26	41
OK but may need some improvement - 29-30:			
29	The registration procedures at MATC are	2.17	95
30	The services provided by the Bookstore at MATC are	2.06	91
Poor - 31-32:			
31	The services that MATC provides to aid students in obtaining housing are	1.86	36
32	The availability of parking at or near MATC is ...	1.69	85

Hispanic Evening Summary
n = 98

Rank order of mean responses of the 15 evaluation items by **Hispanic Evening** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-14:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.31	96
2	The quality of teaching I have received at MATC has been	3.29	96
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.27	96
4	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.03	67
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.99	80
6	The availability and willingness of instructors to help students outside of class are	2.97	81
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.96	82
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.95	94
9	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.88	88
10	Services and facilities for the handicapped at MATC are	2.80	50
11	Public transportation services to MATC's facilities are	2.76	75
12	The registration procedures at MATC are	2.75	97
13	The food services offered at MATC are	2.70	62
14	The services provided by the Bookstore at MATC are	2.63	90
OK - 15:			
15	The availability of parking at or near MATC is ...	2.21	89

White Day Summary
n = 2,229

Rank order of mean responses of the 32 evaluation items by White Day students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.13	99
2	The quality of teaching I have received at MATC has been	3.07	99
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.06	99
4	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.99	98
5	The availability and willingness of instructors to help students outside of class are	2.99	94
6	Services and facilities for the handicapped at MATC are	2.97	63
7	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.94	45
8	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.93	89
9	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.92	56
10	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.78	93
11	Public transportation services to MATC's facilities are	2.71	65
12	The maintenance and cleanliness of MATC's facilities are	2.64	97
13	The services provided by the library at MATC are	2.62	80
14	Security against theft, assault, etc., at MATC facilities is	2.59	88
15	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.59	61

White Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-16 (Continued):			
16	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.51	68
OK - 17-26:			
17	Tutoring services at MATC are	2.50	33
18	The food services offered at MATC are	2.48	86
19	Veterans' services at MATC are	2.44	17
20	The student health services offered at MATC are ..	2.40	35
21	The job placement services at MATC are	2.37	35
22	The Student Senate's services and benefits to the student body are	2.31	44
23	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.28	55
24	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.19	75
25	The student lounge facilities (Student Center, activity rooms) at MATC are	2.18	74
26	The athletic activities (both intramural and intercollegiate) at MATC are	2.18	35
OK but may need some improvement - 27-30:			
27	The services provided by the Bookstore at MATC are	2.13	91
28	The availability of child day care at or near this MATC campus is	2.09	28
29	The availability of parking at or near MATC is ...	2.07	92
30	The registration procedures at MATC are	2.04	97
Poor - 31:			
31	The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.94	54
Terrible - 32:			
32	The services that MATC provides to aid students in obtaining housing are	1.36	28

White Evening Summary
n = 3,379

Rank order of mean responses of the 15 evaluation items by White Evening students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-13:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.38	98
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.14	98
3	The quality of teaching I have received at MATC has been	3.14	98
4	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.09	33
5	The availability and willingness of instructors to help students outside of class are	3.07	79
6	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.05	50
7	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	3.02	82
8	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.98	96
9	Services and facilities for the handicapped at MATC are	2.97	36
10	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.82	82
11	The registration procedures at MATC are	2.61	96
12	Public transportation services at MATC's facilities are	2.58	42
13	The availability of parking at or near MATC is	2.54	92
OK - 14-15:			
14	The services provided by the Bookstore at MATC are	2.50	78
15	The food services offered at MATC are	2.47	48

Handicapped Day Summary
n = 148

Rank order of mean responses of the 32 evaluation items by **Handicapped Day** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.11	96
2	In terms of meeting my needs, the courses I have taken at MATC have been	3.11	96
3	The quality of teaching I have received at MATC has been	3.09	98
4	The availability and willingness of instructors to help students outside of class are	2.93	90
5	Public transportation services to MATC's facilities are	2.93	74
6	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.92	93
7	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.84	96
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.84	86
9	Services and facilities for the handicapped at MATC are	2.79	77
10	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.76	58
11	Security against theft, assault, etc., at MATC facilities is	2.70	86
12	The services provided by the library at MATC are	2.70	84
13	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.68	58
14	Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.47	62

Handicapped Day Summary (Continued)

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-19 (Continued):			
15	The maintenance and cleanliness of MATC's facilities are	2.63	94
16	Veterans' services at MATC are	2.59	33
17	Tutoring services at MATC are	2.57	46
18	The student health services offered at MATC are ..	2.56	54
19	The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.55	74
OK - 20-29:			
20	The Student Senate's services and benefits to the student body are	2.47	53
21	The job placement services at MATC are	2.46	38
22	The food services offered at MATC are	2.45	89
23	The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.41	70
24	The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are ...	2.39	81
25	The athletic activities (both intramural and intercollegiate) at MATC are	2.36	41
26	The availability of child day care at or near this MATC campus is	2.33	40
27	The services provided by the Bookstore at MATC are	2.32	89
28	The student lounge facilities (Student Center, activity rooms) at MATC are	2.24	78
29	The registration procedures at MATC are	2.22	94
OK but may need some improvement - 30-31:			
30	The recreational facilities (gym, pool, outdoor facilities) at MATC are	2.17	58
31	The availability of parking at or near MATC is ...	2.06	81
Poor - 32:			
32	The services that MATC provides to aid students in obtaining housing are	1.49	36

Handicapped Evening Summary
n = 511

Rank order of mean responses of the 15 evaluation items by **Handicapped Evening** students surveyed districtwide:

Rank	Item	Mean Response	% of n Who Rated
Excellent or Good - 1-12:			
1	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.29	97
2	The quality of teaching I have received at MATC has been	3.15	95
3	In terms of meeting my needs, the courses I have taken at MATC have been	3.11	96
4	The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.09	53
5	The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	3.07	40
6	The availability and willingness of instructors to help students outside of class are	3.06	78
7	Services and facilities for the handicapped at MATC are	3.01	56
8	The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.97	86
9	The instructional equipment (tools, machines, instruments, etc.) at MATC is	2.94	78
10	The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.93	93
11	Public transportation services to MATC's facilities are	2.65	58
12	The food services offered at MATC are	2.61	51
OK - 13-15:			
13	The registration procedures at MATC are	2.49	92
14	The availability of parking at or near MATC is ...	2.44	86
15	The services provided by the Bookstore at MATC are	2.42	76

EVALUATION DATA B - Day and Evening Mean Responses by Campus

The following table provides the mean responses of the students, by location, to each of the Day or Evening evaluative items of the surveys.

The mean response is based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
21. In terms of meeting my needs, the courses I taken at MATC have been	3.05	3.17	2.98	3.09	3.27	3.14	3.00	3.04
22. The quality of teaching I have received at MATC has been	3.05	3.00	3.01	3.06	3.31	3.12	3.03	3.00
23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	3.30	3.28	3.15	3.17	3.26	3.10	2.79	2.74
24. The instructional equipment (tools, machines, instruments, etc.) at MATC are	3.29	3.03	2.87	2.83	3.18	2.96	2.81	2.69
25. The availability and willingness of instructors to help students outside of class are	3.02	3.15	2.97	3.01	3.31	3.10	2.84	2.81
26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	3.13	3.35	3.16	3.28	3.45	3.46	2.97	3.14
27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.98	3.08	2.89	3.03	3.20	3.06	2.55	2.74
28. Security against theft, assault, etc., at MATC facilities is	3.08	--	2.78	--	3.14	--	2.40	--
29. Services and facilities for the handicapped at MATC are	2.97	3.11	3.03	3.00	3.11	3.04	2.89	2.88
30. The availability of parking at or near MATC is	3.03	2.78	2.92	2.71	2.11	2.54	1.60	1.93
31. Public transportation services to MATC's facilities are	1.48	1.99	2.71	2.35	2.79	2.73	2.86	2.69
32. The availability of child day care at or near this MATC campus is	1.14	--	2.01	--	2.04	--	2.37	--

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
33. The services provided by the library at MATC are	2.85	--	2.66	--	2.90	--	2.62	--
34. The registration procedures at MATC are	2.28	2.75	2.28	2.60	2.57	2.75	2.01	2.34
35. The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are	2.13	--	2.35	--	2.70	--	2.23	--
36. The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.32	--	2.38	--	2.72	--	2.41	--
37. The services provided by the Bookstore at MATC are	2.62	2.77	2.48	2.61	2.55	2.76	2.00	2.17
38. Tutoring services at MATC are	2.54	--	2.55	--	2.73	--	2.45	--
39. The job placement services at MATC are	2.50	--	2.24	--	2.48	--	2.30	--
40. Veterans' services at MATC are	2.49	--	2.31	--	2.60	--	2.53	--
41. The student health services offered at MATC are	1.83	--	2.02	--	2.46	--	2.63	--
42. The maintenance and cleanliness of MATC's facilities are	3.31	--	3.12	--	3.13	--	2.35	--
43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.77	--	2.64	--	2.84	--	2.54	--
44. The Student Senate's services and benefits to the student body	2.33	--	2.29	--	2.60	--	2.35	--

Day and Evening Mean Responses by Campus

Item	North		South		West		Milwaukee	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
45. The student lounge facilities (Student Center, activity rooms) at MATC are	2.13	--	2.46	--	2.82	--	2.03	--
46. The recreation facilities (gym, pool, outdoor facilities) at MATC are	1.37	--	1.81	--	1.81	--	2.27	--
47. The food services offered at MATC are	2.20	2.53	2.55	2.38	2.44	2.56	2.46	2.44
48. The athletic activities (both intramural and intercollegiate) at MATC are	1.52	--	2.04	--	2.38	--	2.36	--
49. The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.51	--	2.37	--	2.54	--	2.61	--
51. The services that MATC provides to aid students in obtaining housing are	1.60	--	1.84	--	1.51	--	1.51	--
52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	3.00	3.12	2.87	3.05	3.10	3.04	2.78	2.87
53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is	2.97	3.07	2.84	3.04	3.17	3.05	2.68	2.81

EVALUATION DATA C - Day and Evening Mean Responses by Ethnic Background

The following table provides the mean response of the students, by ethnic background, to each of the evaluative items of the Day or Evening surveys.

The mean response is based on the following descriptor/value pairs:

Descriptor	Value
Excellent	4
Good	3
OK	2
Poor	1
Terrible	0

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
21. In terms of meeting my needs, the courses I taken at MATC have been	2.93	2.98	2.85	3.03	3.04	3.12	2.94	3.27	3.06	3.14
22. The quality of teaching I have received at MATC has been	3.12	2.92	3.07	3.10	3.07	3.02	2.99	3.29	3.07	3.14
23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are	2.80	2.90	2.93	2.68	2.78	2.75	2.85	2.95	2.99	2.98
24. The instructional equipment (tools, machines, instruments, etc.) at MATC are	2.85	2.60	2.86	2.68	2.82	2.75	2.86	2.96	2.93	2.82
25. The availability and willingness of instructors to help students outside of class are	2.83	2.77	2.79	2.85	2.77	2.74	2.96	2.97	2.99	3.07
26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been	2.90	3.02	3.05	3.16	2.93	3.03	3.12	3.31	3.13	3.38
27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been	2.58	2.72	2.45	3.11	2.59	2.74	2.73	2.88	2.78	3.02
28. Security against theft, assault, etc., at MATC facilities is	2.71	--	2.47	--	2.56	--	2.53	--	2.59	--
29. Services and facilities for the handicapped at MATC are	2.83	2.90	3.00	3.11	2.89	2.83	2.99	2.80	2.97	2.97
30. The availability of parking at or near MATC is	2.27	2.09	2.07	2.40	1.66	1.86	1.69	2.21	2.07	2.54
31. Public transportation services to MATC's facilities are	2.64	2.30	2.94	2.68	2.92	2.79	2.94	2.76	2.71	2.58
32. The availability of child day care at or near this MATC campus is	2.43	--	2.35	--	2.47	--	2.26	--	2.09	--

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
33. The services provided by the library at MATC are	2.82	—	2.71	—	2.80	—	2.65	—	2.62	—
34. The registration procedures at MATC are	2.59	2.62	2.94	2.52	2.33	2.43	2.17	2.75	2.04	2.61
35. The services provided by the counselors (assistance in choosing a major, career planning, resolving personal problems, etc.) at MATC are	2.71	—	2.18	—	2.43	—	2.54	—	2.19	—
36. The financial assistance services (aid obtaining grants, loans, work-study jobs, etc.) at MATC are	2.76	—	2.55	—	2.58	—	2.91	—	2.28	—
37. The services provided by the Bookstore at MATC are	2.39	2.14	2.29	2.76	2.26	2.35	2.06	2.63	2.13	2.50
38. Tutoring services at MATC are	2.40	—	2.50	—	2.49	—	2.55	—	2.50	—
39. The job placement services at MATC are	2.38	—	2.00	—	2.26	—	2.42	—	2.37	—
40. Veterans' services at MATC are	2.49	—	2.65	—	2.53	—	2.91	—	2.44	—
41. The student health services offered at MATC are	2.38	—	2.50	—	2.67	—	2.92	—	2.40	—
42. The maintenance and cleanliness of MATC's facilities are	2.71	—	2.28	—	2.54	—	2.72	—	2.64	—
43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are	2.57	—	2.57	—	2.62	—	2.69	—	2.59	—
44. The Student Senate's services and benefits to the student body	2.40	—	1.97	—	2.50	—	2.45	—	2.31	—

Day and Evening Mean Responses by Ethnic Background

Item	Asian		Indian		Black		Hispanic		White	
	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.	Day	Eve.
45. The student lounge facilities (Student Center, activity rooms) at MATC are	2.31	--	2.28	--	2.29	--	2.42	--	2.18	--
46. The recreation facilities (gym, pool, outdoor facilities) at MATC are	2.18	--	2.00	--	2.48	--	2.45	--	1.94	--
47. The food services offered at MATC are	2.43	2.34	2.48	2.78	2.41	2.36	2.48	2.70	2.48	2.47
48. The athletic activities (both intramural and intercollegiate) at MATC are	2.46	--	1.92	--	2.38	--	2.65	--	2.18	--
49. The student programs (lectures, films, and campus orientations, etc.) at MATC are	2.60	--	2.40	--	2.71	--	2.73	--	2.51	--
51. The services that MATC provides to aid students in obtaining housing are	2.22	--	1.62	--	1.72	--	1.84	--	1.36	--
52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is	2.64	2.88	2.45	3.00	2.74	2.79	2.77	3.03	2.92	3.05
53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...	2.71	2.75	2.30	2.92	2.55	2.61	2.62	2.99	2.94	3.09

OPINIONS OF MATC STUDENTS REGARDING DISCRIMINATION AND MATC INSTITUTIONAL ATTITUDES TOWARDS WOMEN AND MINORITIES

Summary

In the 1986 student survey, three new questions were added to the survey instrument to indicate student opinions regarding discrimination and institutional attitudes towards women and minorities. The questions are:

> Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap? A. Yes B. No
>
> The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...
>
> The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...
>
> Choices for these two questions are:
> A. Excellent B. Good C. OK D. Poor
> E. Terrible F. Of no concern to me
> G. I cannot evaluate this

As part of this report, in addition to these three questions, two other questions which have been used since 1972 on student surveys were analyzed.

> The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...
>
> The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ...

The student survey of 1986 includes 1,746 minority students, was conducted in April 1986. A report has been prepared concerning new questions added in 1986 to the annual student survey questionnaire that pertain to opinions on discrimination and MATC institutional attitudes towards women and minorities.

Unlike most other postsecondary institutions in the state of Wisconsin, "nontraditional" students (women, older persons, and minorities) are not a "new" market at MATC. These students have been a major market served by MATC for many years and has been growing. Student surveys over the last ten years have indicated that all students, including those called nontraditional by some, have rated treatment by faculty and staff highly.

Information obtained from individual students, staff, faculty, and student organizations has indicated that there may be problems in regard to discrimination and limitations of opportunity and access for women and minorities at MATC. Individual instances have been cited by these interested parties. As a result, questions directly related to these problem areas were added to the 1986 questionnaire.

The results of the survey indicate that most women and minority students do not believe they have experienced discrimination at MATC. Women believe that educational opportunity and equal access to programs is not a problem at MATC. Some minority students, particularly in day classes, believe that there is a problem of educational opportunity and equal access to programs by minorities. Most minorities believe that treatment (respectfulness, courteousness, helpfulness) by faculty and staff was good or excellent.

Although the results of this survey are generally more positive than negative, there is some indication in this study of discrimination against minorities and a perception by minorities that there is a problem at MATC concerning educational opportunity and equal access. These subjects should be addressed by the institution.

Analysis of Responses

The responses of students by sex and ethnic origin to the question "Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?" are shown in Table 7.

1. Overall, day students have indicated they have experienced more discrimination than evening students (6.3% evening to 12.7% day).

2. Although a majority of day and evening students (about 90%) have not experienced discrimination, males indicate more discrimination than females. (Day 14.0% males to 11.7% females; Evening 6.6% males to 6.0% females.)

3. Although a majority of minority students have not experienced discrimination (more than 80%), minority students indicate more discrimination than white students.

4. American Indian, Hispanic, and Black males enrolled in day classes indicated the highest rate of discrimination - 34.5%, 25.4%, and 23.5%, respectively.

5. White females show the lowest overall experience of discrimination (7.6% day and 3.7% evening).

Responses to the question "The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ..." are shown in Table 8.

1. Overall, a majority of day and evening students (more than 95%) indicated that the institutional attitude towards women was OK, good, or excellent.

2. Although both males and females rated institutional attitude towards women highly, there was almost no difference between the ratings of males and females (Day: 2.05 females, 2.02 males; Evening: 3.00 females, 3.01 males.

TABLE 7

DAY AND EVENING STUDENTS' RESPONSES

Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

Females N=4,135			Males N=3,295			All N=7,430		
Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
DAY	N=1,855		N=1,463			N=3,318		
217	1,627	11	205	1,248	10	422	2,875	21
11.7%	87.7%	.6%	14.0%	85.3%	.7%	12.7%	86.6%	.7%
EVENING	N=2,280		N=1,832			N=4,112		
137	2,128	15	121	1,697	14	258	3,825	29
6.0%	93.3%	.7%	6.6%	92.6%	.8%	6.3%	93.0%	.7%

Response by Sex and Ethnic Origin

Ethnic Origin	Females			Males		
	Yes	No	Unknown	Yes	No	Unknown
Asian-DAY	N=54			N=103		
	2	50	2	13	90	0
	3.7%	92.6%	3.7%	12.6%	87.4%	0%
Asian-EVENING	N=36			N=58		
	4	31	1	4	54	0
	11.1%	86.1%	2.8%	6.9%	93.1%	0%
American Indian-DAY	N=35			N=29		
	7	27	1	10	19	0
	20.0%	77.1%	2.9%	34.5%	65.5%	0%
American Indian-EVENING	N=17			N=16		
	3	14	0	1	15	0
	17.6%	82.4%	0%	6.2%	93.8%	0%
Black-DAY	N=486			N=251		
	103	377	6	59	191	1
	21.2%	77.6%	1.2%	23.5%	76.1%	.4%
Black-EVENING	N=304			N=154		
	53	248	3	32	121	1
	17.4%	81.6%	1.0%	20.8%	78.6%	.6%
Hispanic-DAY	N=46			N=59		
	8	38	0	15	43	1
	17.4%	82.6%	0%	25.4%	72.9%	1.7%
Hispanic-EVENING	N=54			N=44		
	4	49	1	4	38	2
	7.4%	90.7%	1.8%	9.1%	86.4%	4.5%
White-DAY	N=1,221			N=1,005		
	93	1,126	2	106	897	2
	7.6%	92.2%	.2%	10.6%	89.2%	.2%
White-EVENING	N=1,843			N=1,536		
	49	1,784	10	73	1,455	8
	2.7%	96.7%	.5%	4.8%	94.7%	.5%

TABLE 8

The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
All DAY	2.84	445	908	545	57	35	60%
Students		22.4%	45.6%	27.4%	2.9%	1.8%	
All EVENING	3.00	566	1,099	438	31	20	52%
Students		26.3%	51.0%	20.3%	1.4%	.9%	
Asian-DAY	2.76	4	23	14	0	0	76%
Females		9.8%	56.1%	34.2%	0%	0%	
-DAY	2.56	7	23	29	1	1	59%
Males		11.5%	37.7%	47.5%	1.6%	1.6%	
Asian-EVENING	2.68	2	14	4	1	1	61%
Females		9.1%	63.7%	18.2%	4.6%	4.6%	
-EVENING	3.00	11	13	11	0	0	60%
Males		31.4%	37.1%	31.4%	0%	0%	
AmInd-DAY	2.41	3	8	8	1	2	63%
Females		13.6%	36.4%	36.4%	4.6%	9.1%	
-DAY	2.50	5	3	5	1	2	55%
Males		31.2%	18.8%	31.2%	6.2%	12.5%	
AmInd-EVENING	3.14	5	6	3	0	0	82%
Females		35.7%	42.9%	21.4%	0%	0%	
-EVENING	2.78	2	4	2	1	0	56%
Males		22.2%	44.4%	22.2%	11.1%	0%	
Black-DAY	2.69	76	134	125	23	6	75%
Females		20.8%	36.8%	34.3%	6.3%	1.6%	
-DAY	2.87	45	59	49	4	3	64%
Males		28.1%	36.9%	30.6%	2.5%	1.8%	
Black-EVENING	2.74	37	98	79	5	2	73%
Females		16.7%	44.3%	35.8%	2.3%	.9%	
-EVENING	2.89	22	40	17	4	2	55%
Males		25.9%	47.1%	20.0%	4.7%	2.4%	
Hispanic-DAY	2.70	5	18	7	1	2	72%
Femles		15.2%	54.6%	21.2%	3.0%	6.1%	
-DAY	2.85	9	14	8	0	2	56%
Mals		27.2%	42.4%	24.2%	0%	6.1%	
Hispanic-EVEING	3.04	12	26	5	1	1	83%
Femles		26.7%	57.8%	11.1%	2.2%	2.2%	
-EVEING	3.00	5	11	5	0	0	48%
Mals		23.8%	52.4%	23.8%	0%	0%	
White-DAY	2.94	199	437	201	17	5	70%
Female		23.2%	50.9%	23.4%	2.0%	.6%	
-DAY	2.86	84	184	98	7	8	38%
Males		22.0%	48.3%	25.7%	1.8%	2.1%	
White-EVENIN	3.05	312	641	210	13	6	64%
Female		26.4%	54.2%	17.8%	1.1%	.5%	
-EVENIN	3.04	151	236	96	6	7	32%
Males		30.4%	47.6%	19.4%	1.2%	1.4%	
All-DAY	2.85	290	623	355	43	15	71%
Females		21.9%	47.0%	26.8%	3.2%	1.1%	
-DAY	2.82	154	284	189	14	19	45%
Males		23.3%	43.0%	28.6%	2.1%	2.9%	
All-EVENING	3.00	371	790	305	20	10	66%
Females		24.8%	52.8%	20.4%	1.3%	.7%	
-EVENING	3.01	193	308	132	11	10	36%
Males		29.5%	47.1%	20.2%	1.7%	1.5%	

3. Females rated their opportunities and access highly (Day: 68.9% excellent or good, 4.3% poor or terrible; Evening: 77.6% excellent or good, 2.0% poor or terrible).

4. White females rated opportunities for women the highest with about 98% of day and evening students indicating a rating of OK, good, or excellent.

5. Although a majority of minority students (more than 90%) rated opportunities and access for women OK, good, or excellent, their ratings were generally lower than white students.

The responses of day and evening students to the question "The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ..." are shown in Table 9.

1. Evening students generally rated opportunities and access for minorities higher than day students (Day Mean 2.77, 91.7% rated OK, good, or excellent; Evening mean 2.96, 95.8% rated OK, good, or excellent).

2. A majority of white day and evening students responded either "of no concern to me" or "I cannot evaluate this." A majority of evening students (59%) gave these responses because of the large number of white evening students.

3. Day male students indicated there was less opportunity and access for minorities than female day students (Day males - 89.9% OK, good, or excellent, 10.1% poor or terrible; Day females - 93.1% OK, good, or excellent, 6.9% poor or terrible).

4. A majority of minority students responded to the question (about 80%) and a majority (more than 85%) responded either OK, good, or excellent. Day minority student ratings were lower than evening students.

5. Minority male students gave the lowest ratings for opportunity and access for minority students. Examples: Black males 16.4% Day, 14.2% Evening, gave poor or terrible ratings.

6. A majority (more than 50%) of minority students, in each case, day/evening, male or female, gave a rating of good or excellent for opportunity and access for minority students.

Handicapped Students

The responses of handicapped students to the question regarding discrimination and opportunity and access of women and minorities are shown in Table 10.

1. Although a majority of handicapped students indicate no discrimination (75.0% Day and 88.4% Evening), a larger percentage of day handicapped students (23%) indicated experience of discrimination than women or minority students. A factor which cannot be evaluated in this survey is the relation of the type and severity of handicap and feelings of discrimination.

2. Ratings of handicapped students of opportunity and access for women and minorities were similar to those of other day and evening students.

TABLE 9

The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
All DAY	2.77	420	815	485	96	61	56%
Students		22.4%	43.4%	25.8%	5.1%	3.2%	
All EVENING	2.96	446	816	350	44	26	41%
Students		26.5%	48.5%	20.8%	2.6%	1.6%	
Asian-DAY	2.64	2	24	15	1	0	78%
Females		4.8%	57.1%	35.7%	2.4%	0%	
-DAY	2.74	21	26	29	5	1	80%
Males		25.6%	31.7%	35.4%	6.1%	1.2%	
Asian-EVENING	2.71	2	16	4	1	1	67%
Females		8.3%	66.7%	16.7%	4.2%	4.2%	
-EVENING	2.78	9	18	17	1	0	78%
Males		20.0%	40.0%	37.8%	2.2%	0%	
AmInd-DAY	2.28	3	9	8	2	3	71%
Females		12.0%	36.0%	32.0%	8.0%	12.0%	
-DAY	2.32	5	6	5	3	3	76%
Males		22.7%	27.3%	22.7%	13.6%	13.6%	
AmInd-EVENING	3.07	5	5	4	0	0	82%
Females		35.7%	35.7%	28.6%	0%	0%	
-EVENING	2.73	3	4	2	2	0	69%
Males		27.3%	36.4%	18.2%	18.2%	0%	
Black-DAY	2.52	63	142	140	31	16	81%
Females		16.1%	36.2%	35.7%	7.9%	4.1%	
-DAY	2.59	48	73	52	21	13	82%
Males		23.2%	35.3%	25.1%	10.1%	6.3%	
Black-EVENING	2.51	32	84	91	16	7	76%
Females		13.9%	36.5%	39.6%	7.0%	3.0%	
-EVENING	2.77	34	52	23	14	4	82%
Males		26.8%	40.9%	18.1%	11.0%	3.2%	
Hispanic-DAY	2.81	7	15	8	1	1	70%
Females		21.9%	46.9%	25.8%	3.1%	3.1%	
-DAY	2.50	8	23	12	5	4	88%
Males		15.4%	44.2%	23.1%	9.6%	7.7%	
Hispanic-EVENING	3.07	14	22	6	1	1	81%
Females		31.8%	50.0%	13.6%	2.3%	2.3%	
-EVENING	2.88	6	18	10	0	0	77%
Males		17.6%	52.9%	29.4%	0%	0%	
White-DAY	2.98	150	288	116	11	7	47%
Females		26.2%	50.4%	20.3%	1.9%	1.2%	
-DAY	2.88	107	200	99	14	10	43%
Males		24.9%	46.5%	23.0%	3.3%	2.3%	
White-EVENING	3.05	165	347	111	6	4	34%
Females		26.1%	54.8%	17.5%	.9%	.6%	
-EVENING	3.13	169	242	78	3	6	32%
Males		33.9%	48.6%	15.7%	.6%	1.2%	
All-DAY	2.78	227	481	287	47	27	58%
Females		21.2%	45.0%	26.8%	4.4%	2.5%	
-DAY	2.75	193	332	197	48	33	55%
Males		24.0%	41.3%	24.5%	6.0%	4.1%	
All-EVENING	2.91	222	476	217	24	15	41%
Females		23.3%	49.9%	22.8%	2.5%	1.6%	
-EVENING	3.02	223	337	132	20	11	39%
Males		30.8%	46.6%	18.3%	2.8%	1.5%	

TABLE 10

Responses of Handicapped Students

Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

		Yes	No	Unknown
DAY	N=248	57 23.0%	186 75.0%	5 2.0%
EVENING	N=181	19 10.4%	160 88.4%	2 1.1%

The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
DAY	2.76	40 27.4%	52 35.6%	39 26.7%	9 6.2%	6 4.1%	59%
EVENING	3.09	36 37.5%	38 39.6%	18 18.8%	3 3.1%	1 1.0%	53%

The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

	Mean	Excellent	Good	OK	Poor	Terrible	Response %
DAY	2.68	41 28.3%	44 30.3%	39 26.9%	14 9.7%	7 4.8%	58%
EVENING	3.07	28 38.9%	28 38.9%	11 15.3%	3 4.2%	2 2.8%	40%

Treatment by Faculty and Staff

Responses to the two questions on the 1986 questionnaire relating to faculty and staff treatment are shown in Table 11. The responses to these questions are consistent with results of the last ten years of Student Surveys. Faculty treatment has been rated number 1 or 2 by day and evening students and all ethnic groups for ten years. Staff treatment has been in the top ten rated items over the last ten years and is also in 1986.

A summary of 1986 responses to the two questions as shown in Table 11 are as follows:

1. Evening students rate faculty and staff treatment higher than day students in all cases (87.8% of evening students rated faculty treatment excellent or good; 75.6% of evening students rated staff treatment excellent or good).

2. Although day students rated faculty and staff treatment lower than evening students, only 3.8% and 9.1% of students rated such treatment as poor or terrible by faculty and staff respectively.

3. Although minority students rated treatment by faculty and staff well, their ratings are lower than white students. However, a majority of minorities day and evening rated faculty treatment (more than 60% excellent or good) and staff treatment (more than 50% excellent or good) highly. Only day staff treatment received any ratings of poor or terrible combined of more than 10%.

TABLE 11

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ... (Faculty Treatment)

The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ... (Staff Treatment)

		Mean	Excellent	Good	OK	Poor	Terrible	Response %
All DAY Students	Faculty Treatment	3.07	1,140 34.8%	1,387 42.4%	618 18.9%	100 3.0%	27 .8%	98%
	Staff Treatment	2.71	636 20.6%	1,290 41.8%	880 28.5%	197 6.4%	83 2.7%	93%
All EVE Students	Faculty Treatment	3.33	1,911 47.5%	1,622 40.3%	419 10.4%	52 1.3%	22 .6%	98%
	Staff Treatment	2.98	938 27.5%	1,643 48.1%	695 20.4%	94 2.7%	44 1.3%	83%
Asian-Faculty-DAY		2.83	16 21.3%	33 44.0%	23 30.7%	3 4.0%	0 0%	90%
-Faculty-EVE		3.02	28 32.2%	38 43.7%	18 20.7%	1 1.2%	2 2.3%	93%
Asian-Staff-DAY		2.52	5 7.2%	30 43.5%	31 44.9%	2 2.9%	1 1.4%	83%
-Staff-EVE		2.72	14 17.7%	36 45.6%	25 31.6%	1 1.3%	3 3.8%	84%
AmInd-Faculty-DAY		2.96	13 26.5%	26 53.1%	7 14.3%	1 2.0%	2 4.1%	96%
-Faculty-EVE		3.16	12 38.7%	13 41.9%	5 16.1%	1 3.2%	0 0%	94%
AmInd-Staff-DAY		2.23	4 8.5%	16 34.0%	18 38.3%	5 10.6%	4 8.5%	92%
-Staff-EVE		3.11	8 29.6%	14 51.8%	5 18.5%	0 0%	0 0%	82%
Black-Faculty-DAY		2.91	196 29.0%	265 39.3%	176 26.1%	33 4.9%	5 .7%	98%
-Faculty EVE		3.03	150 33.8%	185 41.7%	86 19.4%	17 3.8%	6 1.4%	96%
Black-Staff-DAY		2.57	95 14.8%	250 38.8%	240 37.3%	43 6.7%	16 2.5%	94%
-Staff-EVE		2.74	66 16.5%	187 46.9%	126 31.6%	17 4.3%	3 .8%	87%
Hispanic-Faculty-DAY		3.09	30 36.6%	32 39.0%	17 20.7%	3 3.7%	0 0%	99%
-Faculty-EVE		3.31	42 44.7%	43 45.7%	6 6.4%	2 2.1%	1 1.1%	96%
Hispanic-Staff-DAY		2.68	18 22.8%	27 34.2%	26 32.9%	7 8.9%	1 1.3%	95%
-Staff-EVE		2.88	22 25.6%	37 43.0%	23 26.7%	3 3.5%	1 1.2%	88%
White-Faculty-DAY		3.01	385 29.9%	599 46.5%	250 19.4%	40 3.1%	15 1.2%	99%
-Faculty-EVE		3.38	1,648 49.7%	1,330 40.1%	299 9.0%	30 .9%	12 .4%	98%
White-Staff-DAY		2.56	165 13.7%	531 44.1%	368 30.5%	99 8.2%	42 3.5%	93%
-Staff-EVE		3.02	814 29.3%	1,352 48.6%	509 18.3%	72 2.6%	35 1.3%	82%

MATC STUDENT SURVEY QUESTIONNAIRE

DAY SCHOOL

DIRECTIONS.--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (regular lead pencil). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted improperly when the sheet is machine tabulated.

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18 E. 30-34 H. 45-54
   B. 18-19 F. 35-39 I. 55-64
   C. 20-24 G. 40-44 J. 65 or over
   D. 25-29

3. What is your present marital status?

   A. Never married D. Separated
   B. Married E. Widowed
   C. Divorced

4. How many dependent children do you have?

   A. 0 D. 3 G. 6
   B. 1 E. 4 H. 7
   C. 2 F. 5 I. 8 or more

5. Would you be interested in utilizing child care services if they were available at or near the Campus you attend (fees based upon costs)?

   A. Yes B. No

6. If you are self-supporting, what is your yearly income, or if you are a member of, or head of, a family, what is the total family yearly income?

   A. Under $5,000 F. $25,000-$29,999
   B. $5,000-$9,999 G. $30,000-$34,999
   C. $10,000-$14,999 H. $35,000-$39,999
   D. $15,000-$19,999 I. $40,000-$44,999
   E. $20,000-$24,999 J. $45,000 or above

7. To what ethnic group do you belong?

   A. Asian D. Hispanic
   B. American Indian E. White
   C. Black

8. What language do you usually speak at home?

   A. English E. Vietnamese
   B. Spanish F. Other Asian Languages
   C. Laotian G. Other European Languages
   D. Hmong H. African Languages

9. How many hours per week are you employed?

   A. 0, not employed F. 20-24
   B. less than 5 G. 25-29
   C. 5-9 H. 30-34
   D. 10-14 I. 35-40
   E. 15-19 J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

    A. Yes B. No

11. Do you consider yourself to be physically handicapped?

    A. Yes B. No

12. Which of the following best describes your reason for attending MATC?

    A. Convenient location C. Cost
    B. Convenient time D. Reputation

13. Are you receiving financial aid?

    A. Yes B. No

14. Which of the following best describes how you most often get to MATC?

    A. Drive an automobile E. Bicycle
    B. Carpool F. Bus
    C. Passenger in an automobile G. Taxi
    D. Motorcycle or motorbike H. Walk
    I. Other

15. Which of the following BEST describes your highest level of formal education?

    A. Less than eighth grade diploma
    B. Eighth grade diploma but less than a high school diploma
    C. High school diploma or GED equivalency
    D. Vocational Diploma or Certificate
    E. 1 to 30 college credits
    F. 31 to 60 college credits
    G. More than 60 college credits but no degree
    H. Associate Degree
    I. Bachelor's Degree
    J. Graduate Degree

16. Which one of the following MOST influenced you to attend MATC?

    A. High school teacher
    B. High school counselor
    C. MATC representative at your high school
    D. Social agency counselor
    E. Parent or other relative
    F. Employer
    G. Current or former MATC student
    H. Radio, TV, billboard, or newspaper publicity
    I. Class schedule or other material mailed to you
    J. MATC Mobile Information Center at a public event

17. Which of the following BEST describes your major objective for taking courses at MATC?

    A. Acquire basic general education skills
    B. Earn a high school diploma
    C. Prepare for the GED exam
    D. Earn a vocational Certificate or Diploma
    E. Earn an Associate Degree
    F. Earn credits for transfer to a 4-year college
    G. Improve present job skills
    H. Acquire skills for a new job
    I. Fulfill the requirements for an apprenticeship
    J. Personal fulfillment or enjoyment

18. Which of the following BEST describes the class you are now in?

    A. Adult High School F. Avocational (600 course)
    B. Apprentice G. Adult General Education
    C. Associate Degree H. JTPA
    D. High School Contract
    E. Vocational (300 or 400 course)

19. In which Instructional Division is your major area of study?

    A. Agribusiness F. Home Economics
    B. Business G. Industrial
    C. General Education H. Service Occupations
    D. Graphic & Applied Arts I. Technical
    E. Health Occupations J. Television

20. Which of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 4 credits; Others - 24 or more hours).
    B. At least half-time (Associate Degree - 6-11 credits; Adult High School - 2 or 3 credits; Others - 12 to 23 class hours per week).
    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 class hours per week).

(over)

FOR ITEMS 21 THROUGH 53, SELECT FROM THE CHOICES BELOW THE RESPONSE WHICH BEST COMPLETES THE STATEMENT. IF YOU HAVE NOT UTILIZED THE SERVICE OR FACILITY DESCRIBED AND YOU ARE THEREFORE UNFAMILIAR WITH IT, PLEASE SELECT CHOICE G - I CANNOT EVALUATE THIS.

CHOICES

A. Excellent
B. Good
C. OK
D. Poor
E. Terrible
F. Of no concern to me
G. I cannot evaluate this

21. In terms of meeting my needs, the courses I have taen at MATC have been ...

22. The quality of teaching I have received at MATC hs been ...

23. The instructional facilities (buildings, classroom, shops, labs, etc.) at MATC are ...

24. The instructional equipment (tools, machines,instruments, etc.) at MATC is ...

25. The availbility and willingness of instructcs to help students outside of class re ...

26. The manne in which I have been treated (respectfilness, courteousness, helpfulness) by he MATC instructors has been ...

27. The manne in which I have been treated (respectfilness, courteousness, helpfulness) by he MATC nonteaching employees has been ..

28. Security gainst theft, assault, etc., at MATC fcilities is ...

29. Services nd facilities for the handicapped at MATC ae ...

30. The availbility of parking at or near MATC is ..

31. Public trnsportation services to MATC's facilitie are ...

32. The availbility of child day care at or near thisMATC campus is ...

33. The servis provided by the library at MATC are ..

34. The regisration procedures at MATC are ...

35. The servis provided by the counselors (assistan in choosing a major, career planning, resving personal problems, etc.) at MATC are .

36. The finanal assistance services (aid obtainingrants, loans, work-study jobs, etc.) at TC are ...

37. The services provided by the Bookstore at MATC are ...

38. Tutoring services at MATC are ...

39. The job placement services at MATC are ...

40. Veterans' services at MATC are ...

41. The student health services offered at MATC are ...

42. The maintenance and cleanliness of MATC's facilities are ...

43. Opportunities for student involvement in organizations, clubs, and school policy making at MATC are ...

44. The Student Senate's services and benefits to the student body are ...

45. The student lounge facilities (Student Center, activity rooms) at MATC are ...

46. The recreation facilities (gym, pool, outdoor facilities) at MATC are ...

47. The food services offered at MATC are ...

48. The athletic activities (both intramural and intercollegiate) at MATC are ...

49. The student programs (lectures, films, and campus orientations, etc.) at MATC are ...

50. The student newspaper, The Times, is ...

51. The services that MATC provides to aid students in obtaining housing are ...

52. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

53. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ...

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MATC STUDENT SURVEY QUESTIONNAIRE

EVENING AND WEEKEND COLLEGE

DIRECTIONS.--Read each item and its lettered responses. When you have decided which response is BEST, blacken the corresponding space on the answer sheet with a NUMBER 2 PENCIL (regular lead pencil). Make your mark, completely enclosing the circle. If you change your mind, erase your first mark COMPLETELY. Make no stray marks; they may be interpreted improperly when the sheet is machine tabulated.

1. What is your sex?

   A. Male B. Female

2. What is your age?

   A. Under 18
   B. 18-19
   C. 20-24
   D. 25-29
   E. 30-34
   F. 35-39
   G. 40-44
   H. 45-54
   I. 55-64
   J. 65 or over

3. What is your present marital status?

   A. Never married
   B. Married
   C. Divorced
   D. Separated
   E. Widowed

4. How many dependent children do you have?

   A. 0
   B. 1
   C. 2
   D. 3
   E. 4
   F. 5
   G. 6
   H. 7
   I. 8 or more

5. Would you be interested in utilizing child care services if they were available at or near the Campus you attend (fees based upon costs)?

   A. Yes B. No

6. If you are self-supporting, what is your yearly income, or if you are a member of, or head of, a family, what is the total family yearly income?

   A. Under $5,000
   B. $5,000-$9,999
   C. $10,000-$14,999
   D. $15,000-$19,999
   E. $20,000-$24,999
   F. $25,000-$29,999
   G. $30,000-$34,999
   H. $35,000-$39,999
   I. $40,000-$44,999
   J. $45,000 or above

7. To what ethnic group do you belong?

   A. Asian
   B. American Indian
   C. Black
   D. Hispanic
   E. White

8. What language do you usually speak at home?

   A. English
   B. Spanish
   C. Laotian
   D. Hmong
   E. Vietnamese
   F. Other Asian Languages
   G. Other European Languages
   H. African Languages

9. How many hours per week are you employed?

   A. 0, not employed
   B. less than 5
   C. 5-9
   D. 10-14
   E. 15-19
   F. 20-24
   G. 25-29
   H. 30-34
   I. 35-40
   J. More than 40

10. Have you experienced discrimination at MATC because of your race, religion, sex, ethnic background, or handicap?

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    E. Earn an Associate Degree
    F. Earn credits for transfer to a 4-year college
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18. Which of the following BEST describes the class you are now in?

    A. Adult High School
    B. Apprentice
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    F. Avocational (600 course)
    G. Adult General Education
    H. JTPA

19. In which Instructional Division is your major area of study?

    A. Agribusiness
    B. Business
    C. General Education
    D. Graphic & Applied Arts
    E. Health Occupations
    F. Home Economics
    G. Industrial
    H. Service Occupations
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    J. Television

20. Which of the following describes you?

    A. Full-time (Associate Degree - 12 or more credits; Adult High School - 4 credits; Others - 24 or more hours).
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    C. Less than half-time (Associate Degree - 1-5 credits; Adult High School - 1 credit; Others - 1-11 class hours per week).

(over)

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CHOICES

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B. Good
C. OK
D. Poor
E. Terrible
F. Of no concern to me
G. I cannot evaluate this

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22. The quality of teaching I have received at MATC has been ...

23. The instructional facilities (buildings, classrooms, shops, labs, etc.) at MATC are ...

24. The instructional equipment (tools, machines, instruments, etc.) at MATC is ...

25. The availability and willingness of instructors to help students outside of class are ...

26. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC instructors has been ...

27. The manner in which I have been treated (respectfulness, courteousness, helpfulness) by the MATC nonteaching employees has been ...

28. Services and facilities for the handicapped at MATC are ...

29. The availability of parking at or near MATC is ...

30. Public transportation services to MATC's facilities are ...

31. The registration procedures at MATC are ...

32. The services provided by the Bookstore at MATC are ...

33. The food services offered at MATC are ...

34. The MATC institutional attitude toward women with regard to equal educational opportunity and equal access to programs is ...

35. The MATC institutional attitude toward minorities with regard to equal educational opportunity and equal access to programs is ....

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